

BULLETIN
OF
THE AMERICAN ASSOCIATION
OF UNIVERSITY PROFESSORS

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NUMBER 1

BULLETIN
OF
THE AMERICAN ASSOCIATION
OF
UNIVERSITY PROFESSORS

ANNUAL MEETING

RENSSELAER POLYTECHNIC INSTITUTE

EFFECT OF DEPRESSION AND RECOVERY
ON HIGHER EDUCATION

JANUARY · 1936

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EDITORIAL NOTE

The brief summary of business at the annual meeting in the present issue will be followed by a more complete statement in the February issue on the basis of the stenographic report, not yet available. The February issue will also contain a number of the reports of committees, as well as of the Council and the officers.

In the present issue the conference statement of 1925 on academic freedom and academic tenure is reprinted, together with that on notice of resignations and on eligibility of institutions, for convenience of reference.

The exploratory study of Committee Y corresponds with material already circulated to chapters, replies to which have formed the basis for the report presented at the annual meeting.

The report on Rensselaer Polytechnic Institute describes an interesting and probably not unique situation, while Dr. Wilkins' address on pledge-resistance may well be of timely interest in many states where legislation is under consideration.

ANNUAL MEETING

The twenty-second annual meeting of the Association held at St. Louis on December 30 and 31 was in several respects notable. One hundred and seventy-five delegates and other members from 122 institutions, probably the largest registration in the history of the Association, were called upon to consider business of unusual importance: not only were all the elective officers changing, but under the new By-Law twenty Council nominees for ten geographical districts appeared on the ballot. Although many delegates were in St. Louis for other purposes, a steady attendance at our meetings continued even into the extra afternoon session which became necessary on the second day.

The committee reports presented were of a high standard of interest and effectiveness, notably those of Chairman Ryden of the Committee on Organization and Conduct of Local Chapters and of Chairman Richtmyer and Director of Studies Willey on Effect of Depression and Recovery on Higher Education. The report of the Committee on Academic Freedom and Tenure was as usual a high point in the program, the audience regretting only the enforced absence of Chairman Wittke. Professor Sabine's preliminary report on Place and Function of Faculties in University and College Government gave promise of interesting developments in due time. In reporting informally for the new Committee on Freedom of Speech, Professor Carlson pointed out its "external" function, as contrasted with that of Committee A, in the expected co-operation with a larger national group for opposition to all movements against freedom of speech.

Among the resolutions adopted (to be published in the February *Bulletin*) was the one urging the strict neutrality of this country amid international conflicts. Other resolutions on deans as officials of the Association, on full freedom of speech, and on aid for unemployed professors were referred to the appropriate committees. In addition to formal resolutions, there were also presented from twenty-two chapters problems for the consideration of the Association.

In the election of officers, an unprecedented situation arose from the concern of some members over the nomination for the presidency of any professor having the title of Dean. The result was a nomination from the floor and a successful demand for the first proportional ballot in the history of the Association. Under Article X of the Constitution votes are not only assigned to delegates in proportion to the number of active members in their institutions but if there are n delegates from a chapter entitled to m votes, each delegate is entitled to an equal fractional share—in the regrettable absence of a unit-rule. As finally reported at a late hour on Tuesday, the results of the balloting were as printed

on the inside cover of the present *Bulletin*. The mathematical difficulties of such a vote were demonstrated in the long hours necessary for calculation of fractions and in the closeness of the contest between two Council nominees separated by only two-thirds of a single vote.

At the luncheon on Monday, President Maurer of Beloit College, as representative of the Association of American Colleges, spoke most cordially of the value of a strong association of professors and of the usefulness, from the administrative point of view, of an active local chapter in each institution. At Tuesday's luncheon, President Compton of the Massachusetts Institute of Technology made a forceful and enlightening address on the situation regarding Teachers' Oaths, especially in Massachusetts.

The Council was in session six hours on Sunday and three each on Monday and Tuesday, with an attendance of twenty-one members including on Tuesday two just elected. The Monday evening session was devoted to the presentation of the report of the committee to nominate a General Secretary and to the election of one of the nominees, Professor R. E. Himstead, who as a chapter officer, as a member of Committee A, and of two of its investigating committees as well as of the Council has rendered conspicuous service to the Association. Pending Professor Himstead's assumption of the duties of the office at a date to be determined, Professor Tyler was requested by the Council to continue as Acting General Secretary in charge of the Washington Office.

A comprehensive report by a special committee on the Appointment Service, of which the essential portions may be published later, concluded with alternative recommendations that the Service should either be considerably expanded or discontinued, the former alternative implying a large increase in expense.

The importance of participation of Council members remote from the place of meeting was recognized by authorizing a travel allowance up to \$150 which may be used if necessary for one (or two) of the usual three meetings in a given year.

The president was authorized to make changes of personnel in committees in consultation with the respective chairmen. The reports of the Council, the General Secretary, the Treasurer, and the Editor of the *Bulletin* will appear as usual in the February *Bulletin*.

NOTES AND ANNOUNCEMENTS

ASSOCIATION OF AMERICAN UNIVERSITIES, ANNUAL CONFERENCE

Post-doctoral Training

Among the important subjects discussed at the 37th annual conference at Cornell University in November was that of post-doctoral training, on which papers were presented by Frank R. Lillie and K. T. Compton, printed in *School and Society* for November 23. A definite proposal by President Compton for cooperating universities to receive as post-doctorate fellows candidates recommended by a national board was strongly favored by the conference; and a committee of the Association was appointed to draft a plan along with the National Research Council, the Social Science Research Council, and the American Council of Learned Societies, with a view to soliciting contributory support for such a program. From Dr. Compton's statement the following is quoted as a summary description of the plan adopted at the meeting:

" . . . Each cooperating university is asked to offer post-doctorate fellowships for research to be carried out in that institution, in such number and in such fields as it may wish. The university agrees to appoint to these fellowships those candidates who are selected and recommended by an appropriate board of selection which receives and considers all applications from candidates throughout the country. The candidates are expected to submit, among their application papers, carefully prepared plans for research and to indicate one or more choices of cooperating institutions at which they would elect to carry on their work, if appointed. I believe that the principle of requiring a fellow to work in a new environment should be followed. The institution has the right to refuse to make the appointment if its quota is already filled or if the proposed program of research is not feasible or acceptable at the institution, but it is expected that the institution will make the recommended appointment unless some such obstacle makes this impossible.

"Appointments should be for a two-year period (or for one year with a high expectancy of a second year), with privilege in exceptional cases of reappointment to a third year. I would recommend that the fellow be expected to cooperate in the teaching or other work of the department in which he is appointed to an extent requiring not more than one-third of his working time, and under the direction of the department as a member of its staff. I would also recommend adoption of a schedule of stipends uniform in all institutions in order that financial considerations may exert the minimum of influence in the candidate's selection of his institution. . . .

"A question arises as to the fields which should be covered by a post-

doctorate fellowship plan. If there is to be limitation, I should unhesitatingly say that the basic fields should be given preference. However, I believe that a strong argument can be made for including certain of the professional fields, such as medicine, engineering, and agriculture. In these fields there is a well-developed research technique and program of fundamental character. They all have tremendously important undeveloped fields for future exploration. Medicine has already benefited by the post-doctorate fellowship plan. Engineering and agriculture present tremendous opportunities and great need, because fundamental research in these fields is not yet generally developed to the high state of the other fields, and such fellowships would be a powerful aid in this direction. . . .

"In conclusion, therefore, I would recommend to the governing body of this association that it consider the question whether the value of post-doctorate fellowships, the critical situation facing the present system of fellowships and the objectives and leadership of the association do not demand that it undertake the responsibility of devising, promoting, and supervising a new fellowship program. If the answer to this question is positive, I would further recommend the appointment of a suitable committee to go ahead with the preparation of the best plan that can be devised in the light of all experience, suggestions, and good judgment that are available. . . .

"The Present Need for a Constructive Review of Graduate Schools," was the subject presented by Dean R. G. D. Richardson of Brown University, who pointed out the diminishing funds for advanced instruction and research and emphasized the need for "a critical review of the whole problem of graduate instruction." He stated that "in the increasingly complex organization of society, the service of the graduate school must grow ever broader and deeper," and he emphasized his belief that, "The university must make it clear to the world that there can be no short cuts to peace and prosperity, no circumvention of the laws of the universe, and no substitute for straight thinking."

In discussing graduate work and social needs President W. A. Jessup of the Carnegie Foundation for the Advancement of Teaching expressed the conviction that:

"We may expect not fewer graduate schools and fewer graduate departments and fewer graduate degrees, but an enormous increase in the social demand for graduate work, under one label or another."

Among new fields he mentioned library science, physical education, music, art, dramatics, home economics, journalism, commerce, and religion.

NATIONAL RESEARCH COUNCIL

A statement of the work of the Council, published in *Science* for October 11, 1935, outlines five specific fields of activity to which the National Research Council has given special attention during the past year:

"Borderlands in science and the training necessary for their cultivation;

"The educational relationships of post-doctorate fellowships and possible sources of future support;

"The continuation of general support for individual grants in aid of research;

"The responsibility of scientific institutions in relation to patents that may be issued on the results of scientific research;

"Relationships to the scientific services of the government of advisory non-governmental scientific agencies."

With respect to the encouragement of research in borderlands in science attention is called to a paper by F. K. Richtmyer, published in *Science* for October 25, 1935, which presents the results of consideration given to this matter through discussion on several occasions in the Research Council. The summary of this paper is as follows:

"(1) Steps should be taken to see that no worthy problem falls between two stools. Whenever there is presented a problem or a proposal that lies between two or more sciences, make it by special assignment the joint responsibility of competent representatives of the sciences concerned, so that the problem may be evaluated on its merits and receive suitable support.

"(2) Whenever activity in a given borderland field seems to be generally developing, provision should be made under some auspices to stimulate interest by originating joint research committees representative of the fields involved.

"(3) Scientific societies should be encouraged to continue to hold borderland symposia. The National Research Council would be glad to cooperate in planning these meetings.

"(4) Universities should be encouraged to give special or regular courses in borderland fields; and to break down the water-tight compartments that all too frequently are found in academic circles.

"(5) And in general steps should be taken to remove the inhibitions in the way of borderland fields so that they may, along with the recognized sciences, develop naturally and without regimentation."

It is noted that "the greatest borderland of all is that between the physical and the natural sciences on the one hand and the social sciences on the other. It seems probable that the cultivation of this great borderland will be the distinctive mark of the next epoch of advancement in organized research."

With regard to patent policy the following suggestion is quoted:

"Out of the discussion of the past year has come the suggestion that a central agency might be established in the United States which could serve universities and research institutions by administering for them such patents as it may seem desirable to take out. More competent and experienced handling of patent cases might result and individual institutions be saved a considerable administrative expense and effort. The results of scientific work would thereby be protected also from socially harmful exploitation."

Under Governmental Relationships should be noted the following significant statement:

"The work of the Science Advisory Board, in its second year of operation as a committee of the Council, has demonstrated the extraordinary service which the scientists of the country can render government where suitable opportunities are afforded. Instead of having its usefulness limited to the submission of reports upon random requests for aid and advice from the scientific bureaus of the government or the Congress, the board has been able, through the approval of the President of the United States and through the cooperation of the several heads of departments, to study and report upon scientific problems in a coordinated way. It has been demonstrated that there exists a need for a permanent service of this comprehensive type."

Other sections in the report deal briefly with fellowships and grants-in-aid, international scientific unions, medical sciences, and the division of engineering and industrial research.

ASSOCIATION OF URBAN UNIVERSITIES

The report of the annual meeting of the Association of Urban Universities in *School and Society* for November 23 gives considerable space to the discussion arising out of resolutions introduced to support the government in the present policy of neutrality, to emphasize obedience to law and disapprove "subversive activities." The committee which reported on these resolutions made a unanimous adverse report which included the following statements:

"This association [has not] ever felt called upon to defend itself or its members by resolution against a possible charge of promoting some kind of propaganda.

"Your committee is of the unanimous opinion that any resolutions which could possibly receive the support of the association members with any approach to unanimity on the subjects contained in the proposed resolutions would have to state merely the obvious so far as American institutional attitudes are concerned. . . . Our urban educational institutions, indeed all our institutions of learning, have supported and will

continue to support the constitutional provisions guaranteeing freedom of expression and the right of public assembly. These things are so obvious that in the judgment of your committee on resolutions the adoption of any resolutions on the subject would appear gratuitous and would therefore be subject to misinterpretation."

COLLEGE ENTRANCE EXAMINATION BOARD

The 35th Annual Report of the Secretary contains the usual statistical information in regard to the operations and finances of the Board. President Butler, in accepting election as a member-at-large, writes in part:

"The Board has done a gigantic service to secondary and higher education in the United States. Its work does not offer a final solution in every respect of the relations between secondary schools and colleges, but it has advanced them mightily, raised standards in every direction and brought about a spirit of cooperation which, of itself, is a magnificent achievement."

Announcement is made of the retirement in the autumn of 1936 of Dr. T. S. Fiske as Secretary and Treasurer of the Board, and of the appointment of Professor G. W. Mullins of Columbia University as his successor.

At the request of the Social Science Research Council the Board has held examinations for applicants for the newly established competitive fellowships of the Board. The examinations included French, German, Social Science, and a scholastic aptitude test. The statistics indicate a further decline in the number of candidates examined from 22,741 in 1931 to 15,394 in 1935. The causes for this decline are not indicated but it seems fair to suppose that during the depression years colleges have been more willing to admit candidates by other methods than the Board examinations.

AMERICAN MEDICAL ASSOCIATION

At a meeting of the Council on Medical Education and Hospitals in September, 1935, the following action was taken:

"Resolved, That in each medical school the number of students should not exceed the number that can be adequately taught with the laboratory, library, and clinical facilities available and for whom a sufficiently large and competent teaching staff is provided.

"Resolved, That after July 1, 1938, the Council on Medical Education and Hospitals will no longer publish a list of approved two-year medical schools.

"Resolved, That after July 1, 1938, the Council on Medical Education and Hospitals will no longer carry on its approved list schools of sectarian medicine."

A statement of the reasons for these resolutions reads in part as follows:

"There is a tendency for medical schools to enlarge their enrolment without a corresponding increase in personnel or instructional facilities.

"With a growing appreciation of the necessity for an intimate correlation between clinical and laboratory knowledge, it is evident that this can be obtained only by increasingly close contact between preclinical and clinical departments continuously maintained from the time the student first enters the medical school until he graduates.

"The advances of the medical sciences have been and should be independent of any sectarian point of view, and medical education should not be handicapped or directed by a dogmatic attitude toward disease."

ASSOCIATION OF UNIVERSITY TEACHERS

The October, 1935, issue of the *Universities Review* deserves more extended notice and quotation than can be accorded to it here. From the editorial comment, however, the following extracts should be given:

"...The truth is, of course, that we are just as free today as we have always been. In fact, by reaction from foreign excesses there is probably a more widespread belief in the justice of academic freedom than ever. One speaker at Oxford stated that we were less free in provincial universities than in Oxford and Cambridge. Such a difference, if it exists, is due more to the collegiate character of the older universities and perhaps to less elasticity in the time-tables in the newer ones than to any overt limitation of our political rights. But even so, many of us were scarcely conscious of it until we were told at Oxford that it existed. A generalization such as this is very hard to prove or to disprove. Many of us take an active part in political life, both local and national, and we are to be found in every party. We speak on political platforms, we do our share of canvassing, and we use our cars to carry voters to the polls. If we do not stand as candidates it is due to the fact that it might be difficult for us to do the work for which we are paid, and at the same time discharge our political functions. All these things we do as citizens, and we have never hitherto been aware of any serious attempt to deny our right. We are free as teachers to say what we like and to teach what we like because we are trusted. To contend that a university teacher should be free to say and teach whatever he wished without any possible reserve whatever, no matter how outrageous or wicked his activities may be, is clearly ridiculous. A madman, a criminal, or even a silly crank, merely because by accident he happens to teach in a university, has no greater claim to immunity from restraint than one of his kind outside. Obviously, a university teacher must be limited in the expression

of his views by the position of trust in which he is placed. He must state his opponent's view fairly as well as his own, because it is possible that sometimes he may be wrong. Short of such inevitable limitations and the other restraints imposed by society on individual action, we are freer, perhaps, than any other group in the country, and so long as the temperament of the English people remains what it is today, our academic freedom is secure.

"No one appears to fear the State, and, indeed, the University Grants Committee, which is the official channel of communication between the universities and the Government, is not only trusted implicitly by university teachers but is coming to be regarded as a champion of our peculiar rights. Pious benefactors, even assuming that they interfere—and we can think of no serious instance in this country—in the course of Nature die. Local authorities, who are sometimes presumed to be the most dangerous enemies, are frequently ardent champions of freedom, and where this is not so it is probably because the local university teachers are too lazy or too timid to take their education in hand, for the justice of academic freedom needs only to be stated to be accepted. The truth is that some of us tend to take ourselves too seriously, for the British public does not bother its head what we say or do. People in general consider that it is our function to babble and to be queer, odd people, and the queerer and odder we are the greater is our presumed intellectual capacity. The professor is still rather a joke in England, and it is only in countries such as Germany, where he was taken seriously, that the danger of external interference is real. . . ."

In a brief historical sketch of German universities by Arnold Köster this observation is found:

"Discipline and freedom are the two poles between which the German academic citizen is trying to find a new style of life, which will enable him to win back the universality of *Weltanschauung* which his ancestors possessed some fifty years ago."

Mention should be made of the report of the Second International University Conference at Grenoble in June of last year. Although only twenty persons representing twelve countries were registered from outside France discussions of moment were held on professorial exchanges, overcrowding and unemployment in higher institutions, and responsibilities toward students with particular emphasis on health. It was considered premature to attempt a formal international federation of universities at this time but a continuing international committee was favored. The meeting in the summer of 1936 is to be held at Heidelberg.

A concise, highly comprehensive description of the Swiss university system is a further valuable contribution in this issue.

From an article on A Faculty Library Experiment and an address on Freedom in Universities by John Murray quotation, it is hoped, will be made in a future issue of the *Bulletin*.

ACADEMIC FREEDOM AND TENURE

RENSSELAER POLYTECHNIC INSTITUTE

On May 10, 1935, Granville Hicks, Assistant Professor of English at Rensselaer Polytechnic Institute, received notice by letter from Executive Vice-President Edwin S. Jarrett that his services with the Institute were to be terminated at the end of the current school year. In this letter Mr. Jarrett stated as the reason for the dismissal that the Institute was "facing the immediate necessity for retrenchment." At approximately the same time three other members of the teaching staff of the Institute also received notice of dismissals to be effective at the end of the current school year. Mr. Jarrett states that one of the three others dismissed was of the rank of Assistant Professor and two were of the rank of Instructor. In the case of Professor Hicks, the notification of dismissal contained a stipulation that he was to receive an additional half year's salary to be paid at the completion of his duties with the Institute in June, 1935.

Professor Hicks wrote to Executive Vice-President Jarrett, suggesting possibilities of alternative methods of meeting the "financial difficulties." This letter was not answered. Professor Hicks was not given a hearing. Mr. Jarrett, when requested to check for factual errors a preliminary report, drafted by the Committee and sent to him for that purpose, offered as an explanation on this point that Professor Hicks did not ask for a hearing and as there were no charges against him, there was nothing about which to hold a hearing.

Professor Hicks appealed to the American Civil Liberties Union for an investigation, alleging that he was dismissed not because of "immediate financial necessity," but because his political, social, and economic views were displeasing to the administration. He also appealed to the American Association of University Professors for an investigation of his dismissal, alleging an unjustifiable termination of his tenure. The administration of Rensselaer Polytechnic Institute refused to meet an investigating committee from the American Civil Liberties Union.

The Chairman of Committee A of the Association of University Professors authorized the General Secretary to write to Mr. Jarrett concerning the reason for the dismissal. This the General Secretary did and there followed an exchange of cordial letters. When conflicting claims of Professor Hicks and Mr. Jarrett could not be adequately determined or harmonized by correspondence, a visiting committee from the Association, Professors Ralph E. Himstead and Herman C. Beyle, of Syracuse University, was received by Mr. Jarrett (June 10, 1935).

Facts Concerning Professor Hicks

Professor Hicks was graduated from Harvard University in 1923, receiving the A.B. degree, *summa cum laude*, and with highest honors in English. Following immediately thereafter he spent two years as a student at the School of Theology, Harvard University. From 1925 to 1928 he was an instructor at Smith College. His first year there he taught Biblical Literature, the second year, Bible and English, and the third year, English. During the school year of 1928-29 he completed work for a Master's Degree in English at Harvard University Graduate School. In 1929 he was invited to the Faculty of Rensselaer Polytechnic Institute to take the place of a member of the Faculty then on leave of absence. Later he was asked to continue in this position with an increase in salary, and he did continue in this position until the time of his dismissal. The following courses were on his teaching program: Freshman Composition, American Literature, English Literature, and a course offered to seniors in the writing of business letters and business reports.

Professor Hicks is the author of one book, co-author of another, and co-editor of a third. These books, in the order indicated, are as follows: "The Great Tradition," An Interpretation of American Literature since the Civil War; "One of Us" (co-author with Lyn Ward); "Proletarian Literature in the United States."

He has also contributed many articles of a literary and philosophical nature to current magazines. These articles appeared in the following publications: English Journal, Progressive Education, New Republic, Nation, Forum, New Masses, Bookman, Social Frontiers, Sewanee Review, New Freeman, American Mercury, and South Atlantic Quarterly. He has contributed to the Dictionary of American Biography, American Historical Review, New England Quarterly, and American Literature. Professor Hicks is also a literary editor for the Macmillan Company and Literary Editor for the New Masses.

In the June 4 issue of the New Masses, under the title "Fired for Being a Communist," is an article by Professor Hicks in which he gives his version of the reason for the dismissal. In the New Masses, under date of June 18, there is another article by Professor Hicks, inspired by his dismissal, under the caption, "The Timid Profession."

Professor Hicks is not a member of the communist party, but he admits adherence to the communist cause. He has written articles in defense of communism, but insists that he has never introduced that philosophy into his classroom work. All the evidence indicates that Professor Hicks was punctilious on that point and did keep his economic and political views out of his classroom work. There is no charge that he ever used the classroom for purposes of propaganda. He indicated to

the Committee, however, that he felt that his students were aware of what his honest convictions were.

The evidence indicates that he was regarded by most of his students and by his colleagues as an excellent teacher. His personality is pleasing and there is no evidence that any personality friction was a factor in causing the dismissal.

Disputed Evidence Concerning Professor Hicks' Dismissal

There is evidence that originally Professor Hicks had not been selected for dismissal in 1935. There is evidence that another member of the English staff, an instructor in the department, had first been selected for dismissal in the interests of economy, and that notice of such dismissal to be effective at the end of the current school year was given to the instructor. Later the instructor was informed of the withdrawal of this dismissal decision. Subsequently Professor Hicks received notice of his dismissal. Mr. Jarrett in correcting factual errors in the Committee's preliminary report denies the truth of the statement respecting a prior notice dismissal sent to another instructor in the English Department. He says that the head of the English Department informs him, "that no instructor had been selected for dismissal and that no discussion as to such an intention had taken place," and adds "the dependence on *ex parte* evidence in this case reveals the futility of any attempt to reach the truth when facts are suppressed or badly reported."

The Committee admits that evidence should not be of an *ex parte* character and that facts should not be suppressed nor inaccurately reported, but Mr. Jarrett himself refused the Committee's request to talk with Professor Baker, the head of the English Department, or to talk with any other administrative officer of the Institute. The Committee does have evidence, however, based neither on Professor Hicks' nor on Mr. Jarrett's testimony, that an instructor in the English Department did receive such prior notice of dismissal and that such notice of dismissal was later recalled. Subsequently on May 10, 1935, Professor Hicks was given notice of his dismissal. The Committee regrets that it was denied an opportunity to confer with Professor Baker, the head of the English Department, and with other administrative officers of the Institute.

Mr. Jarrett Explains the Dismissal

In receiving the visiting committee, Mr. Jarrett stipulated as a condition to such reception that he reserved the right to refuse to answer any question he did not see fit to answer and the right to terminate the interview when he should desire. The Committee perforce acquiesced in these stipulations.

Mr. Jarrett spoke freely and frankly with very few interruptions from the Committee concerning Professor Hicks and Rensselaer Polytechnic Institute. He told the Committee that he did not know Professor Hicks personally, but on the basis of reports he regarded him as an excellent teacher. He characterized Professor Hicks as a sincere and honest man and possessing such courage as to be willing "to go to the stake for his convictions." He indicated that there had been some complaints from the outside and from the alumni because of some of the professor's published articles. He indicated, however, that there had been no complaints about Professor Hicks' teaching and no complaints to the effect that his classroom was ever used as a forum for propaganda. Mr. Jarrett did express the opinion, however, that some of the literary selections studied in Professor Hicks' classes in American and English Literature introduced controversial issues. He stressed the point that what was desired in the English classes at Rensselaer Polytechnic Institute was, "Fountain Pure English."

In talking to the Committee about Professor Hicks' dismissal, under the limitations that he himself set upon the interview, Mr. Jarrett spoke at some length and with a contagious enthusiasm of the ideals and practices of Rensselaer Polytechnic Institute. One week later, in a public address to the Alumni Association, he repeated in substance and in almost identical form the remarks he had previously made to the visiting committee in the discussion of the dismissal of Professor Hicks. These remarks, as reported by the Associated Press in the *Troy Times* for June 15, are as follows:

"We adhere to an unwritten regulation of long standing that there shall be excluded from our classroom all controversial discussions about politics, religion, and sociology. Time devoted to such subjects when used to arouse or incite, is, if we are to cling to our function as an Engineering School, lost time.

"We were founded by a capitalist of the old days. We have developed and prospered under the capitalist régime. The men we have sent forth and who have become industrial leaders have, in their generosity, and for the benefit of the youth of the country, richly endowed us. We have trained men eager to work under that system, full of confidence that the doctrine of rugged individualism is the doctrine which, supported by strong self-respect and self-sacrifice, fighting bravely the battle of legitimate competition, will bring them financial independence and protection from adversity. We are proud of those alumni and we are proud of their adherence to the inexorable human laws. I think we should stand four square to the world and declare our faith. In my opinion as the years pass, time will vindicate us just as surely as the past has approved of us. If we are condemned as the last refuge of conservatism, let us glory in it."

Mr. Jarrett made similar but more extended remarks to the visiting committee a week earlier, in the conference indicated above, when

discussing the dismissal of Professor Hicks. He also at that time said that in his opinion Professor Hicks did not fit in with the desired environment of Rensselaer Polytechnic Institute.

Mindful of the restrictions imposed upon the interview by Mr. Jarrett, the members of the Committee were impelled to believe that his comments concerning Professor Hicks and the environment of Rensselaer Polytechnic Institute so earnestly and convincingly presented were pertinent to the question then under discussion, namely, the reason for the dismissal of Professor Hicks. They, therefore, asked whether in these remarks he had not in fact explained the reason for the dismissal. Mr. Jarrett replied in the negative. He said that Professor Hicks was dismissed because the Institute was facing "immediate necessity for retrenchment." He told the Committee that it was the "tradition" of the Institute that any professor was free to leave at the end of the school year with no more notice than the duration of the summer and likewise any professor might be let out with no more notice than the duration of the summer. He also said that the administration could select men for "release" at will, no matter what their rank, and the basis or motivation of such selection was no one's affair but the Prudential Committee's (The Prudential Committee is the Executive Committee of the Board of Trustees).

In his letter correcting factual errors in the Committee's preliminary report, Mr. Jarrett sought to clarify his use of the word "tradition." His explanation is as follows:

"It has always been the case that any professor at Rensselaer was free to leave at the expiration of his contract. Just as it has always been the case that the Institute could refuse to renew his contract. This practice has never been called a tradition as it follows the ordinary procedure of any corporation. Legally, the law governs contractual relations, no other guidance is necessary to control the action of free agents. Only the decision of either party to renew or not to renew the contract controls the outcome."

What is the status of a professor at Rensselaer Polytechnic Institute? The evidence indicates that it is the status of an employee on a one-year contract, which contract may be terminated at the will of the administration. Mr. Jarrett himself has said and has written that Rensselaer Polytechnic Institute has adhered to an established practice of yearly contracts. Thus in his letter commenting on the Committee's preliminary report sent to him for the correction of factual errors, he says:

"Some years ago, the Prudential Committee, of which the writer is a member, was notified by President Ricketts of a desire to adhere where possible to a policy as to tenure which would lead to the stabilization of the faculty. This policy was acquiesced in by the Prudential Committee. No procedure to put the policy into effect was ever laid before the Board of Trustees. *The established practice of yearly contracts was adhered to.*"¹

¹ Italics the Committee's.

Conclusion

The function of a visiting sub-committee of Committee A is primarily fact-finding and the purpose of the published reports of visiting committees is primarily to inform the profession concerning the available facts of a given situation. Such is the purpose of the foregoing report in reference to the dismissal of Professor Hicks and the tenure policy of the administration of Rensselaer Polytechnic Institute.

Under the limitations imposed on the Committee by Mr. Jarrett, it is possible that the Committee may not have secured all of the facts necessary for a final determination of this particular dismissal, but it did find uncontroverted facts concerning the professor-administration relation at Rensselaer Polytechnic Institute which indicate a policy on the part of the administration that is inimical to academic freedom and tenure.

The Committee desires to comment briefly on the serious questions presented by the statement of Mr. Jarrett that dismissals or releases, no matter from what rank or on what grounds, are within the unshackled discretion of the administration. This statement seems to indicate a flat determination to disregard the accepted rules of academic tenure. The one-year contract system administered admittedly with no recognition of the ideals and standards of the academic profession, as a system is arbitrary, irrespective of the merits of any specific case. Given such a system, dismissals of faculty members of whatever rank, including instructors, may be for the purpose of limiting freedom of speech and thought and, therefore, are obviously contrary to the ideals of the American Association of University Professors and other associations of higher education. The knowledge of the mere fact itself that a teacher's livelihood and professional future may depend on the mere will or whim of an administrative officer tends to inhibit that freedom of thought so necessary in the advancement and dissemination of knowledge and truth which are the obligations and purpose of the academic profession. If a university or college administration denies due process to a professor whose services are terminated, those responsible for such an administration take the risk of adverse inferences. Upon the basis of the available facts disclosed in this report, it is difficult to avoid the inference that Professor Hicks would have been dealt with otherwise, but for his economic and social beliefs.

RALPH E. HIMSTEAD
HERMAN C. BEYLE

Approved for publication by the Committee on Academic Freedom and Tenure, Carl Wittke, *Chairman*.

CONFERENCE STATEMENT OF 1925

Academic Freedom¹

(a) A university or college may not place any restraint upon the teacher's freedom in investigation, unless restriction upon the amount of time devoted to it becomes necessary in order to prevent undue interference with teaching duties.

(b) A university or college may not impose any limitation upon the teacher's freedom in the exposition of his own subject in the classroom or in addresses and publications outside the college, except in so far as the necessity of adapting instruction to the needs of immature students, or in the case of institutions of a denominational or partisan character, specific stipulations in advance, fully understood and accepted by both parties, limit the scope and character of instruction.

(c) No teacher may claim as his right the privilege of discussing in his classroom controversial topics outside of his own field of study. The teacher is morally bound not to take advantage of his position by introducing into the classroom provocative discussions of irrelevant subjects not within the field of his study.

(d) A university or college should recognize that the teacher in speaking and writing outside of the institution upon subjects beyond the scope of his own field of study is entitled to precisely the same freedom and is subject to the same responsibility as attach to all other citizens. If the extra-mural utterances of a teacher should be such as to raise grave doubts concerning his fitness for his position, the question should in all cases be submitted to an appropriate committee of the faculty of which he is a member. It should be clearly understood that an institution assumes no responsibility for views expressed by members of its staff; and teachers should when necessary take pains to make it clear that they are expressing only their personal opinions.

Academic Tenure¹

(a) The precise terms and expectations of every appointment should be stated in writing and be in the possession of both college and teacher.

(b) Termination of a temporary or a short-term appointment should always be possible at the expiration of the term by the mere act of giving timely notice of the desire to terminate. The decision to terminate should always be taken, however, in conference with the department concerned, and might well be subject to approval by a faculty or council

¹ Statements agreed upon at a Conference of Representatives of the American Association of University Women, the American Association of University Professors, the Association of American Colleges, the Association of American Universities, the Association of Governing Boards, the Association of Land Grant Colleges, the Association of Urban Universities, the National Association of State Universities, and the American Council on Education, and adopted by the Association of American Colleges at the Annual Meeting held January 8-10, 1925, and by the American Association of University Professors at its Annual Meeting, December 31, 1926-January 1, 1927.

committee or by the faculty or council. It is desirable that the question of appointments for the ensuing year be taken up as early as possible.

Notice of the decision to terminate should be given in ample time to allow the teacher an opportunity to secure a new position. The extreme limit for such notice should not be less than three months before the expiration of the academic year. The teacher who proposes to withdraw should also give notice in ample time to enable the institution to make a new appointment.

(c) It is desirable that termination of a permanent or long-term appointment for cause should regularly require action by both a faculty committee and the governing board of the college. Exceptions to this rule may be necessary in cases of gross immorality or treason, when the facts are admitted. In such cases summary dismissal would naturally ensue. In cases where other offenses are charged, and in all cases where the facts are in dispute, the accused teacher should always have the opportunity to face his accusers and to be heard in his own defence by all bodies that pass judgment upon the case. In the trial of charges of professional incompetence the testimony of scholars in the same field, either from his own or from other institutions, should always be taken. Dismissal for other reasons than immorality or treason should not ordinarily take effect in less than a year from the time the decision is reached.

(d) Termination of permanent or long-term appointments because of financial exigencies should be sought only as a last resort, after every effort has been made to meet the need in other ways and to find for the teacher other employment in the institution. Situations which make drastic retrenchment of this sort necessary should preclude expansions of the staff at other points at the same time, except in extraordinary circumstances.

NOTICE OF RESIGNATIONS

The following statement was approved at the annual meeting of the Association, December, 1929:

"Any provision in regard to notification of resignation by a college teacher will naturally depend on the conditions of tenure in the institution. If a college asserts and exercises the right to dismiss, promote, or change salary at short notice, or exercises the discretion implied by annual contracts, it must expect that members of its staff will feel under no obligations beyond the legal requirements of their contracts. If, on the other hand, the institution undertakes to comply with the tenure specifications approved by the Association of American Colleges, it would seem appropriate for the member of the staff to act in accordance with the following provision:

"1. Notification of resignation by a college teacher ought in general

to be early enough to obviate serious embarrassment to the institution, the length of time necessarily varying with the circumstances of his particular case.

"2. Subject to this general principle it would seem appropriate that a professor or an associate professor should ordinarily give not less than four months' notice and an assistant professor or instructor not less than three months' notice.

"3. In regard to offering appointments to men in the service of other institutions, it is believed that an informal inquiry as to whether a teacher would be willing to consider transfer under specified conditions may be made at any time and without previous consultation with his superiors, with the understanding, however, that if a definite offer follows he will not accept it without giving such notice as is indicated in the preceding provisions. He is at liberty to ask his superior officers to reduce or waive the notification requirements there specified, but he should be expected to conform to their decision on these points.

"4. Violation of these provisions may be brought to the attention of the officers of the Association with the possibility of subsequent publication in particular cases after the facts are duly established."

ELIGIBILITY OF INSTITUTIONS

At the Cleveland meeting (1930) the Council voted to approve a modification of the procedure of the Committee on Admissions, so that eligibility for membership, while still based primarily on the Accredited List of the American Council on Education, shall be subject to changes in the list made by the Council either on its own motion or on recommendation by the Committee on Admissions.

At the meeting in 1931 in Chicago, the Association adopted the following resolutions:

"Resolved, that when a duly authorized Committee of the American Association of University Professors finds, upon investigation, that a given college or university has been guilty of a serious breach of the principle of the freedom of teaching, involving the dismissal of one or more of its teachers, upon recommendation of such Committee, and the endorsement of the Council of this Association, and a vote of the Association itself at its Annual Meeting, such college or university be placed upon a 'non-recommended' list, this action to be published in the next issue of the *Bulletin*;

"Resolved, further, that such institution shall remain on this list until it has given satisfactory evidence of a change of policy in this respect;

"Resolved, furthermore, that a record of such action be printed in the January issue of the *Bulletin* of the Association for as long a time as the institution in question remains on the non-recommended list."

INSTITUTIONS REMOVED FROM THE ELIGIBLE LIST¹

	Date of Removal
Rollins College, Winter Park, Florida	December, 1933
Brenau College, Gainesville, Georgia	December, 1933
United States Naval Academy, Annapolis, Maryland	December, 1933
De Pauw University, Greencastle, Indiana	December, 1934
University of Pittsburgh, Pittsburgh, Pennsylvania	December, 1935

¹ The Council has authorized the use of "eligible" and "ineligible" rather than "recommended" and "non-recommended."

EFFECT OF DEPRESSION AND RECOVERY ON HIGHER EDUCATION

AN EXPLORATORY STUDY AS OUTLINED BY COMMITTEE V

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It is proposed here to outline in running form the program of study adopted by Committee V of the American Association of University Professors: Committee on Effect of Depression and Recovery on Higher Education. Various alternatives confronted the Committee at every step in the formulation of its outline. At the outset it was necessary for the Committee to decide whether it would confine its investigations to a few somewhat narrow segments of the entire field of interest, or whether it would attempt a broader and more inclusive study even though definitive work at every point could not be undertaken. With limited resources, faced with the necessity of completing its work by December, 1936, the Committee could not hope to make an exhaustive and yet comprehensive study covering all of the many aspects of the problem set for it. The question had to be asked, Shall we best serve the members of the American Association of University Professors and others who may be interested in the problems of higher education during a depression and recovery period by intensive work on one or two or three subsidiary problems, or by attempting to stake out the entire field and raising the significant questions that fall within it? To do the latter would shift the emphasis somewhat from the study as an intensive piece of basic research to an exploratory basis in which descriptive materials and analytical discussions assumed some prominence. There would be no intention to slight quantitative data; every effort would be made to collect and assemble as much original information as time permitted; but full treatment of every subsidiary topic would be impossible. The aim would be to sketch the field of higher education as it is seen in its totality during the years since 1928, and to call attention to the problems that have come to the fore during this period. Not all of the problems would have their origin directly in the depression or beginnings of recovery. Many matters of concern to the teaching profession at the level of higher education have long been in mind; some of these have, however, been given a new emphasis or a new significance as a result of the conditions prevailing in recent years. Other matters have arisen directly out of depression or recovery situations. To attempt an exploratory study would therefore result in a general consideration of problems that have occupied attention since the onset of the depression period, and would lead to such analysis as would place these problems in proper perspective so that interrelationships would become apparent and the general educational drift would be revealed. It might be hoped

that such a formulation would serve as an intelligent guide to any member of the teaching profession, or to an outsider, seeking an understanding of what has been occurring in the field of higher education in more recent years. It was the unanimous opinion of the Committee that such exploratory study was preferable to more limited and more intensive research within subsidiary portions of the entire field. The study of the forest rather than of a few interesting trees was therefore decided upon. Such a general survey as the Committee has outlined has not hitherto been undertaken. To the Committee it seemed essential to formulate general problems and the broad field before proceeding to a more restricted type of investigation.

I

The Committee proposes first (see attached outline) to discuss in somewhat general terms the social backgrounds of the period 1928-36. Institutions of higher education do not exist apart from the society in which they are found. The interrelationships of social institutions are too obvious to require any elaborate analysis but in order that the educational interests may not be overweighted, or the Committee charged with special pleading, the social setting that conditions higher education must be called to attention.

It must also be borne in mind that the social changes embraced by the word "depression" have their phases. A depression is not a condition that is from beginning to end the complete opposite of what is sometimes called "prosperity." The plotting of any index of depression will reveal a fall in the index, a recession from the high point of economic activity until a low point or trough is reached. Then later comes the up-swing that constitutes "recovery." Moreover, the index rises and falls within each phase of the cycle. It is important to recognize this, and to attempt some specific analysis during the period studied, since the problems confronting any social institutions are different in one phase from those in another. For example, the down-swing of the depression cycle brings problems of curtailed income and, for many college professors, salary cuts. How shall the cuts be made, and under what conditions? On the other hand, the beginnings of an up-swing in business activity may bring increased college or university income, and concurrently the problem of how this income shall be distributed. More than one college administrator is today perplexed to know if he should restore his cuts generally, or make deferred promotions for a select few of his staff. This is a "recovery" problem. Full analysis would also indicate that countries, and sections within countries, feel the effects of depression or recovery in varying degrees, and even at different times. Such matters can not be overlooked by those who seek to understand

fully what has been happening to institutions of higher education in the last decade.

As a part of the general introduction, it may also be pertinent to consider how social action is achieved in the modern world. A general analysis of the rôle of various pressure groups in the ten year period just closing might conceivably provide an interesting background against which to formulate some of the specific problems of higher education. An understanding of what is customarily called the "social process" is needed for full comprehension of some of the problems that confront the Committee or anyone interested in college and university activity.

Finally, as part of the broad background against which the specific problems are to be seen, the Committee is conscious of the fact that psychological as well as economic factors play an important part in shaping educational policies and practices. In general, a critical psychology develops, and educational institutions, with others, are forced into a defensive position. Demands for retrenchment are outgrowths of the fear state of mind, and while it prevails action tends to be guided less by reason and more by stereotyped patterns of emotion. At the same time the public that supports higher education is raising its critical questions, it is also making increased demands and imposing additional burdens upon the colleges and universities—as analysis of registration data will reveal. No one can understand the problems of higher education without also considering the mass psychology that develops during a time of economic uncertainty. This psychology is perhaps more to be feared by those associated with colleges and universities than is the more tangible curtailment of income.

The Committee is charged with the study of higher education. One of its first decisions therefore is, What types of institutions shall be included within the survey? Where data permit, discussions will include both private (endowed and denominational) and public institutions: junior colleges, teachers colleges, independent arts colleges, universities (the professional units, graduate instruction), and independent professional schools. In connection with many of the points the Committee will consider, data are not available for all these types of institutions. The Committee is handicapped from the outset by the fact that educational statistics are not well developed in the United States. It is believed, however, that by cooperation with the chapters of the American Association of University Professors much significant material can be drawn together to supplement the data regularly compiled by governmental and other agencies.

Much confusion may arise in discussion of higher education through failure to analyze fully the component parts. "Higher education" is not a unitary thing; it is a compound. Similarly, each institution of

higher education has its component parts. It would be possible to analyze these subsidiary parts with minute detail, but for convenience the Committee will limit its breakdown to five headings: the governing board, the administration, the faculty, the students, and the "public" (alumni, parents, government officials, etc.). The complex that is any institution of higher education results from the functioning of these; its total pattern reflects the balance of interests and purposes among these subsidiary parts. It is essential to recognize this because it does not follow that the interests of one of the parts coincide with those of the others. Trustees may see the problems confronting them in an entirely different light from that of the professors. Furthermore, the steps taken by one of the component parts in meeting its difficulties may be contrary to what another of the groups considers its own best interests. The administrator may focus his attention on a balanced budget, and achieve it—but by the introduction of policies that violate principles cherished by, let us say, the faculty group. Without analysis of the major problems that confront the component parts of the institutions that are grouped under the heading "higher education," and a recognition that there is always a prevailing balance or equilibrium among these interests, a discussion of depression and recovery as it affects colleges and universities would hardly drop below the surface of obviousness.

II

In Section II of the outline the question is asked, What was the impact of the depression on higher education? In slightly different form the question is, What major problems confronted each of the component parts of the educational institutions during the period 1928-36?

What major problems confronted governing boards, and administrators? To the Committee it appears that three types of problems are of paramount importance: changes in financial status (income and expenditure), changes in enrolment, and changes in the attitudes of the public with reference to educational policy and expenditure. It would not be contended that these are the only matters with which governing boards and administrators were concerned, or that these problems were of no concern to the faculties, students, or the public. It is a matter of emphasis. It does seem to be true that when administrators and governing boards sat down for deliberation, problems of these classes predominated in the discussions. The Committee, therefore, will seek to analyze the sources and amount of income for both public and private institutions, or selected groups of institutions. It will try to determine the changes in income from public money, from student fees and tuition, from endowment, from gifts, and from other sources. It will look for

variation in income by type, size, function, and geographical location. It will likewise make a parallel analysis of expenditures. A study of enrolments will also be included by the Committee in its final report.

Facts themselves are interesting, but it is as guides to interpretation that they assume fundamental importance. One may wish to know that more or fewer young people enter colleges and universities at any phase of a depression period. But one must go further and ask, What does this mean? and, What are the implications of this fact for higher education? At every point the Committee will raise questions and suggest implications, making clear, however, that other questions, other implications, and other interpretations may be seen by the readers.

What are the problems of basic concern to the faculty? (See outline, II B.) Five topics have been listed by the Committee: problems of tenure, including a discussion of unemployment and promotion; salaries and salary adjustment practices; the work load of the faculty, with consideration given to class size, teaching schedule, and other inroads upon working time; the maintenance of standards; research and productive scholarship in relation to depression and recovery situations. The help of chapters of the Association will be requested in the compilation of the data.

What are the problems of basic concern to students? The student is primarily concerned with the costs of college education. His worries are essentially the same in a private as in a public institution. Higher or lower tuition fees affect him quickly and directly. He seeks opportunities for self-help; he wishes to know about loan funds and scholarships. Secondly, the student is interested in opportunities for employment following graduation, and the Committee proposes to review such studies as have been made in this field. Lastly, the student has decisions to make involving what may be termed the "social by-products" of college life. Shall he join a fraternity? Into what line of extra-curricular activity shall he direct his interests? There is preliminary evidence that students are considerably concerned with such matters, and that their concern arises from the uncertainty that the depression period has engendered.

What of the public, or publics, from which institutions derive support? (II D). Two questions predominate: (1) What does higher education cost? (2) Is it worth it? It is not difficult to understand why those who ultimately are paying for higher education (whether as taxpayers, donors of money, or parents providing tuition and living costs for their children) should question its costs in a period of reduced income. It is in part a matter of alternative expenditures of limited resources. It is also in part a matter of depression psychology with its emphasis on uncertainty and the dread of instability. The immediate response

is to bring the "values" of higher education into question. Why should the boy go to college only to face unemployment at the end of four years? Why should we train more teachers when thousands are now unemployed? Are there not too many doctors as it is? Of what use in this kind of a world is a department of Greek or Latin? Are we not spoiling boys and girls by developing a "white collar" consciousness and an attitude of hostility toward manual work? The "fads and frills" argument that has tormented school men at the secondary level has its counterpart in higher education. The Committee does not intend to discuss the questions, but the reasons why they are asked.

These are the basic problems. They intertwine and overlap. It is always necessary to analyze any one of them with the consciousness that it is not isolated, and separate, but tied in with the others. The Committee is fully aware of the ramifications of all the problems. It knows that every change in one part of the pattern of higher education affects other parts. It will seek to make this apparent at every step in its report.

III

Part II of the outline seeks to analyze the problems that are of special importance to higher education in a period of depression and recovery. Part III asks, How have the governing boards and administrators, the faculty and the students, and the public sought to meet these problems? What forms have their adjustments taken? How have the adjustments of one group affected the others?

The Committee is attempting a survey of periodical literature to discover how governing boards have made adjustments. (See outline, III A.) Twenty or more specific practices or policies have already been enumerated. It will not be possible to make a complete study of the extent to which any one of these practices has been used; probably, no quantitative rating of their importance will be attempted. However, it is believed that from a description of these practices some "preferred procedures" can be suggested. It would probably be agreed that an institution should abolish travel allowances for annual meetings of learned societies before it cuts salaries—assuming these to be the alternatives. But should an administration promote certain staff members, with increases in salaries, before it restores general faculty cuts? (On this particular point, it may be stated, special data covering existing practice are being obtained by the Committee.)

Faculty adjustments are to be discussed under three divisions (III B). The term "adjustment" is not altogether a good one, since it may imply a voluntary and well reasoned reaction on the part of the staff members. Many of the "adjustments" to the depression and the beginnings of

recovery are not voluntary or well reasoned, but represent a yielding to circumstances over which there seems to be no control or against which it seems inexpedient to protest.

Faculty members have made many classroom and academic adjustments. The Committee will seek information on increases in work load, the imposition of new academic duties, changes in sabbatical policy, and evidence concerning the influence of depression upon research and productive scholarship. Many examples of disadvantageous adjustments are already coming to the attention of the Committee; it will seek others, both advantageous and disadvantageous. Correspondence is solicited.

The Committee is especially interested in the personal adjustments of faculty men and women. How have drastic cuts been met? What have individuals done when confronted with unemployment? No statistical data will reveal the nature and consequences of adjustment to such situations. The Committee appeals to the membership of the American Association of University Professors to supply such material on a case basis. Personal histories will be far more significant than tabular material. The human tragedies and suffering must in some instances have been severe. At the same time, the Committee recognizes that other groups of professional men and women have undergone similar suffering. It recognizes, too, that there are those within the teaching profession who believe, all things considered, that while cuts have come and hardships have been imposed, the teaching profession has in general had greater security, such as it is, than many other professional groups.

The adjustments of the faculty may be considered on a purely human and personal basis, but the Committee is of the opinion that the full significance of the situation necessitates a somewhat broader analysis. The question will therefore be raised, What has been the effect of the depression-recovery experience upon the faculty attitudes toward the profession itself? Has teaching been affected? Or, Are the experiences of the depression years such that they will react against the profession and lead the best students to enter other fields? Faculty attitudes on these matters will be sought. A profession is no better than the individuals who profess it; it is advisable to ascertain how faculty men and women have refashioned their own opinions of themselves and their work.

What of the students? How have they met the increased costs and decreased employment opportunities? Have they assumed additional debts? These questions are of concern to the faculty as well as to the students. There is some material already in the hands of the Committee that indicates students have taken on undue amounts of outside work in their efforts to make ends meet. What will be the consequences of this, in health and in classroom performance?

What are students interested in? Has there been a shift in major interests as reflected in major academic work? Is there any evidence of greater seriousness of purpose? How are extra-curricula interests shifting? The purposes of students cannot be divorced from the classroom activity, and if there have been changes in student attitude during the depression years it is well for staff members to know of this. It directly affects their efforts.

The Committee would also like to report on any material relating to student attitudes toward the vocational aspects of college training. Is there any shift toward the idea of general education? Has the period of unemployment increased or decreased the vocational emphasis that sometimes creeps into the curriculum? Do students expect employment upon graduation, and is it their belief that the college has any obligation to provide it? Subtle changes may be taking place that will have profound consequences in later years.

Finally, in Section III (see part D) the question of cooperation will be raised. The problems of higher education exist. They are acute problems, and adjustments are necessary. To what extent do the component groups discuss their problems together? Do administrators confer with faculties before initiating policies that will affect the faculties? Were readjustments in salary schedules mutually considered? Are students given opportunity to express their points of view before tuition rates are changed? How far has intra-institutional cooperation developed? How far is it overshadowed by hostility and distrust? These questions are pertinent.

IV

Beginning with Section IV of its outline the Committee selects for study topics that in its judgment are of unusual importance. The materials of Sections IV, V, VI, and VII might have been distributed in the preceding sections of the outline. Yet the nature of the problems involved seemed to make it expedient to give greater emphasis through special treatment. Further, many of the matters from this point in the outline to the end are non-quantitative and require more elaborate analysis. The introduction of this analysis into the more highly quantitative portions of the report would tend to engender confusion and to interrupt the free flow of the outline.

Section IV will be devoted to a consideration of federal aid for higher education. The discussion will be of more immediate concern to public institutions, but it is not without significance for private institutions as well. It will be necessary to sketch briefly the development of federal policy down to 1928. The characteristics of this policy need to be outlined to provide the background for evaluating practices that have been introduced since that date.

It is the use of general emergency relief funds for educational purposes that is important since 1928. The Committee will introduce the material showing the extent to which emergency funds have been used, and in what ways. What are the implications of such use? What aid did colleges and universities receive under the CWA, and later through FERA and WPA? Have building programs been stimulated? What is the relation of these building programs, if they exist, to the general problems confronting the personnel of the institutions? There are many questions to be asked.

The student work-relief program touches almost all institutions. Its administration, first in the FERA (with the close cooperation of the specialists in higher education of the Office of Education) and then in the National Youth Administration has raised many questions. The Committee proposes to discuss some of them.

A few institutions have introduced extensive research programs, financed with federal relief funds. "White collar" emergency projects have given employment to many competent workers. These vast expenditures of money constitute one of the interesting aspects of the recovery period.

Finally, it must be called to attention that some college and university administrators are concerned over the extent to which one or another of the divisions of their institutions have become administratively identified with certain governmental projects. In some cases staff members have been utilized by the federal or state governments in planning, launching, and administering projects. This has not been without criticism. In other instances the college or university itself has assumed some degree of responsibility for government programs. In short the emergency situation has brought new programs with which many educational institutions are becoming identified in one way or another. The Committee hopes to analyze this situation and to suggest some of the implications that are involved.

V

Section V of the working outline is entitled "The Depression-Recovery Period, and Educational Reorganization and Experiment." It begins with the assumption that depression circumstances tend to induce self-examination. Institutions question their own objectives, and then, in the face of retrenchment, they may consider reorganizations and readjustments. It will not be contended that such self-examination should not and does not go on constantly; the need for it is heightened, however, because of the impact of depression and recovery. It appears as a valid hypothesis that depression conditions have led institutions to question whether or not their objectives and their work are adapted to

present social needs. There is increased sensitivity on the point that education is not divorced from social life, but is an integral part of it. New conditions demand new practices. What are some of the things that reflect this? What older ideas are given new prominence, and what new ideas are introduced? The Committee will discuss some of these.

A new emphasis has been given to the concept of regionalism. The Committee intends to call attention to the factors giving rise to the new interest in regionalism. It will also consider inter-institutional agreements whereby functions are divided or limited. In an era of plenty many educational institutions can derive support without regard to the extent to which they actually are serving a well defined constituency or the needs of a well demarcated area. It has been said that educational history in this country up to the present time has largely been characterized by a spirit of competitiveness. The Committee will raise the question, What evidence is there that educational cooperation at the higher level is coming into being?

Closely allied is the consolidation of institutions, and also internal reorganization, such, for example, as the shift of four year institutions to a junior college basis, or the limitation of functions. Is it true that depression circumstances have led institutions to reconsider their own functions and to reframe objectives in such a way that they can achieve them more successfully?

While it is probably true that colleges and universities have curtailed functions since 1928 and have sought to limit activities rather than to expand them, it is possible that at some institutions new activities have been introduced, replacing older ones or being added to them. The Committee will seek some information on this point.

In discussing readjustment and reorganization the Committee will introduce, briefly, some material pertaining to the newer experimental colleges and curricula. Some of the "general education" experiments are of particular interest. These are not depression phenomena, but they do assume importance since they serve as models for reorganizations that are induced by depression circumstances at other institutions. The interest in these experiments is not originally created by the depression, but it seems to be enhanced by it. What are the characteristics of such plans as those associated with Bennington, Rollins, the Minnesota General College, Chicago, and various others?

The significance of these plans needs discussion. What social factors are stimulating them? Why is there a renewed interest in general education? What is the problem, as seen by the Arts College? The Committee can not answer these questions with finality, nor will it attempt to do so, but to any one who has concerned himself in recent years with the problems of higher education, complicated as they are by depression

circumstances, the questions are important, and the Committee will seek to show why.

VI

Section VI of the outline continues the discussion of Section V, but with less attention to reorganization and experimentation, and with more emphasis upon new educational problems that are related to the social changes of the decade just closing. Adaptation to changing conditions is characteristic of all social institutions. At times the adaptation of the institution is prompt. At other times it lags. The schools, including the colleges and universities, are no exception to this general process. Lagging sometimes, groping blindly or formulating well devised plans at other times, the component parts of the institutions of higher education achieve some kind of conformity to the wider social environment of which they are a part. It is reflected in the refashioning of curricula, in the introduction of new types of degrees, in the addition of professionalized courses that train for new fields of post-graduation activity, and in many other ways.

The demands for adjustment become more acute in a depression and recovery period. An erstwhile sense of stability felt by all groups is shattered. The stability may be a matter of degree, but in the depression years there is less rather than more of it. In the face of this uncertainty, there tends to develop a demand for greater certainty.

Out of this situation have arisen various educational movements having as their premise the need of the schools to accept or formulate a social philosophy and to assume leadership in its promulgation. At this point arises the contradiction between those who contend that the function of the school is to initiate social action and those who envisage the function of the school to be that of transmitting the accepted values of the past. It is largely a question of the school as leader in making innovations in social thinking and the school as an agency for maintaining the *status quo*. The depression and recovery situation has intensified greatly the demands that the schools "do something" or formulate a philosophy that will enable the students to "do something." The Committee proposes to analyze the factors that underlie this movement in higher education.

At the same time that educators are discussing social philosophies there is parallel interest among student bodies. The confusion of a depression period gives rise to or intensifies various student movements, some of which, at least, may be characterized as "searches for an ideology." To the Committee it seems highly desirable to sketch for the information of the profession the rise and spread of some of these student movements, and to attempt an analysis of the motives that inspire them.

Back of all of this is a more fundamental question, Is the school, including the institutions of higher education, being forced, perhaps against its will, to assume greater responsibility for the personality training of the students, even as in the past it has assumed responsibility for their intellectual training? The question has been raised more vigorously than ever during the depression, and practices have developed in the past few years that may result in giving new functions to the schools. What is the evidence, and what are its implications for teaching profession? The Committee feels that it must raise these questions.

Another development that has been accentuated in recent years includes the various activities customarily grouped under the heading of adult education. This is not a new movement, but circumstances of the past few years have focussed attention upon it. The use of federal funds for various non-school, educational projects has come largely since 1928. One may mention the CCC camps, with their educational programs, as well as rural rehabilitation programs, statewide recreational programs, and emergency teacher projects—all financed with emergency money supplied from Washington. What is the relation of these new educational ventures to the older educational institutions? The Committee is interested in this point.

The depression has tended to enhance the power of state budgetary authorities, or the powers of the chief executive. The demand for curtailment of expenditures, prompted in part by taxpayers' organizations, has resulted in the cutting of budgets and the disapproval of expenditures of most state institutions. The powers of the state agencies superior to educational governing boards to control expenditures of public institutions existed prior to the depression years but the depression seems to have led to an extension of these powers or an increased willingness to use them. The result has been the expansion of authority over educational matters in such a way as to shift ultimate control of the educational institutions from the hands of governing boards and chief administrative officers to non-educational authorities whose primary interest is reduction of expenditures. This problem pertains only to the publicly-supported institutions, but since public education at the higher levels has assumed a larger and larger place in the educational pattern, the matter is of significance. The Committee hopes to lay the problem before its readers, although a full study of it would be a research task involving months of study. It is apparent that the status of the professor is intimately involved in this development of non-educational, financial control over educational policy.

Out of this discussion of new problems, which forms the sixth section of the report, should arise the general question, How far has any systematic coordination and planning developed?

VII

In Section VII the Committee proposes to introduce a discussion that is non-quantitative and somewhat intangible, but at the same time of paramount importance, at least in the Committee's preliminary discussion. This is the question of public relations.

The Committee starts its study with some assumptions. It believes that the ultimate factor conditioning the activities of educational institutions is the attitude of the particular public that supports the institutions with funds. It also believes that economic considerations are sometimes subordinated to other, non-economic considerations, that factors in the realm of social psychology (such as public attitudes) may dictate a course of action that economic factors alone would not have dictated. It would be interesting to know how many institutions cut faculty salaries, not because there were no funds with which to pay them, but because it was felt by administrative officers that the effect upon the public would be good.

The Committee, further, is assuming tentatively that stable support of an institution of higher learning depends upon an adequate interpretation of its work for the supporting public. Herein lies the justification of the attempts by educational institutions to create understanding of their work within the constituencies from which they draw both students and funds. There is need to examine the foregoing assumptions, and the Committee proposes to do so.

The depression-recovery years have intensified the activities of non-campus groups seeking to push programs of one sort or another. At the same time there has been an increase in the sensitivity of various groups seeking to preserve what, as they believe, are the true values of our civilization. There are vigorous demands for orthodoxy in thought and action, and, correspondingly, a tendency to question whatever is interpreted as in any way unorthodox. The colleges and universities, public or private, do not escape the tensions that are involved. They feel the pull between those who would utilize the schools as innovators and those who would limit the field of academic discussion. It is such problems in the field of public relations that have given governing boards and administrators much cause for worry. Teaching staffs, likewise, are directly involved.

The development of "loyalty legislation" is a concrete example of the activity the Committee has in mind, and it proposes to trace this. While it does not intend to enter into any detailed discussion of freedom of speech (since another committee of this Association gives special consideration to the topic) the subject can not be left out entirely. The depression tends to complicate the freedom of speech problem, as the reports of Committee A indicate.

Finally, in its discussion of public relations, the Committee hopes to introduce a section dealing with the non-campus activities of staff members. The professor in public service should have some emphasis, but more particularly the Committee is concerned with the professor in his ordinary activities outside of the classroom. There seems to be need, the Committee believes, for a statement covering the responsibilities and obligations of the members of the teaching staff in their public relations. These matters are not unique depression phenomena, but no discussion of the problems of higher education in a depression and recovery period can ignore them for they have of late become exceedingly complicated.

The preceding paragraphs sketch the plans of the Committee. The immediate reaction may be that too much is attempted. The Committee, however, is of the opinion that in an exploratory study the full field should be marked out. Once clearly defined, the various problems and their interrelationships can be subjected to intensive and definitive analysis.

The detailed, schematic outline follows:

Effect of Depression and Recovery on Higher Education:
An Exploratory Study

(Committee Y, American Association of University Professors)

- I. The Social Background, 1928-36
 - A Depression and Social Institutions
 - 1. The general psychology of a depression period
 - 2. Pressure groups in a depression period
 - 3. Phases of the depression cycle
 - (a) The downward swing
 - (b) The low point period
 - (c) The upward swing
 - B The Pattern of Higher Education and Its Relation to the Depression Period
 - 1. Types of higher educational institutions
 - (a) Public
 - (b) Private
 - (1) Junior colleges
 - (2) Teachers colleges
 - (3) Independent arts colleges
 - (4) Universities
 - (a) The professional units
 - (b) Graduate instruction
 - (5) Independent professional schools
 - C The Component Parts of an Institution of Higher Education
 - 1. Governing board
 - 2. Administration
 - 3. Faculty
 - 4. Students
 - 5. The "public" (alumni, parents, government officials, etc.)
 - D Depression Psychology in Relation to Educational Institutions
 - 1. With reference to finances
 - 2. With reference to academic objectives
- II. The Impact of Depression on Higher Education

A Basic Factors of Concern to Governing Boards and Administrators

1. Change in financial status
 - (a) Sources and amount of income:
 - (1) Public institutions
 - (a) Public money from tax sources
 - (b) Student tuition and fees
 - (c) Endowment
 - (d) Gifts
 - (e) Other income
 - (2) Private institutions
 - (a) Student tuition and fees
 - (b) Gifts
 - (c) Endowment
 - (d) Other income
 - (b) Financial analysis by type, size, function, and geographical location
 2. Changes in enrolment
 - (a) Public institutions
 - (b) Private institutions
 - (1) Analysis by type, size, function and geographical location
 3. The attitudes of the public with reference to educational policy

B Basic Factors of Concern to Faculty

1. Problems of tenure
 - (a) Academic unemployment
 - (b) Promotions
2. Salaries and salary adjustments
3. Work load
 - (a) Class size
 - (b) Teaching schedule
 - (c) Other demands on working time
4. Maintenance of standards
5. Research and productive scholarship

C Basic Factors of Concern to Students

1. The costs of college education
 - (a) Opportunities for self-help
 - (b) Loan funds and scholarships
2. Employment opportunities following graduation
3. Social by-products of college life

D Basic Factors of Concern to "The Public"

1. The costs of higher education
2. The "values" of higher education

III. The Adjustment to the Phases of Depression and Recovery

A Methods Employed by Governing Boards and Administration during Phases of Depression

1. Increase in faculty load
2. Increase in class size
3. Failure to reappoint one-year staff members
4. Reduction of purchases of equipment, and library appropriations
5. Reduction of incidental pay: extension, correspondence
6. Readjustment of summer session: service without extra pay
7. Elimination or reduction in publication funds
8. Elimination or reduction in research funds
9. Elimination or reduction in travel funds
10. Reduction in clerical assistance
11. Reduction in maintenance expenditures
12. Elimination of non-instructional activities
13. Elimination of building programs (unless provided through special funds)
14. Salary reductions
15. Readjustment of courses and curricula
16. New teaching methods
17. Competition for and recruitment of students
18. Demand for state aid by private institutions
19. New retirement policy

- 20. Staff eliminations
- 21. Other methods
- B** How Faculty Members Have Met the Depression at Its Various Stages
 - 1. Class-room and academic adjustments
 - (a) Work load
 - (b) New academic duties
 - (c) Sabbaticals and exchange professorships
 - (d) Research and productive scholarship
 - 2. Personal adjustments
 - (a) How have faculty members met salary cuts?
 - (b) How have faculty members met unemployment?
 - 3. General attitude and morale of faculties
 - (a) Influence of depression on attitudes toward profession
 - (b) Problem of enhancing attractiveness of profession
- C** Student Adjustment to the Depression at Its Various Stages
 - 1. Meeting costs of college education
 - (a) Student employment
 - (b) Loans and scholarships
 - 2. Student attitudes toward college activities
 - (a) Shifts in major academic interests
 - (b) Shifts in extra-curricular interests
 - 3. Student attitudes toward social problems and their relation to academic work
 - 4. Student attitudes toward vocational aspects of college training
- D** Intra-Institutional Cooperation
 - 1. Faculty-administration cooperation
 - 2. Faculty-student cooperation
 - 3. Student-administration cooperation
- IV. Federal Aid for Higher Education**
 - A** Federal Aid for Higher Education Prior to 1928
 - 1. Development of federal policy
 - 2. Characteristics of federal policy
 - B** Federal Aid for Higher Education through Use of Emergency Funds
 - 1. Federal aid through PWA and CWA
 - 2. The student work program
 - (a) Problems of its administration
 - 3. Research aid through federal funds
 - C** Federal Government as Standard Setting Agency
- V. The Depression-Recovery Period, and Educational Reorganization and Experiment**
 - A** The Relation of Function to Social Need
 - 1. The impetus to self-examination
 - 2. The modification of objectives
 - B** The Regional Concept in Higher Education
 - 1. The need for thinking in regional terms
 - C** The Consolidation of Institutions of Higher Learning
 - 1. The development of "systems" under unified administrative set-ups
 - D** Internal Reorganizations
 - 1. Shift to junior college basis
 - 2. Limiting of functions
 - 3. The introduction of new activities
 - E** Experimental Colleges and Curricula
 - 1. Curriculum trends and experiments
 - 2. The "general college" experiments
 - (a) Bennington
 - (b) Reed
 - (c) Rollins
 - (d) Minnesota
 - (e) Chicago
 - (f) Indiana
 - (g) Florida
 - (h) Southern California, etc.
 - 3. The significance of the new college experiments
 - (a) The social factors involved

- (b) The general education vs. professional education
- (c) The place of the arts college

VI. The Newer Educational Problems in Relation to Social Change

- A The Shift of Functions from Other Institutions to the Schools
 - 1. Adaptation of higher education to needs of the students
 - (a) As reflected in curricula
 - (b) New types of degrees: graduate, undergraduate
 - (c) Professionalization at the college level
- B Indoctrination vs. Objectivity
 - 1. The demand for "values"
 - 2. Student desires for an "ideology" in the face of depression
 - (a) Youth movements
 - 3. Intellectual training vs. "personality" training
- C The Adult Education Movement
 - 1. Social factors stimulating adult education
 - (a) Changes in population composition
 - (b) Desire for understanding of social complexities
 - 2. The development of "emergency education"
 - (a) Expenditure of federal funds for this purpose
 - (b) The CCC
 - (c) Rural rehabilitation program and its educational implications
 - 3. The extension and correspondence courses
 - 4. Relation of new movements to other institutions of higher education
- D Problems of Fiscal Control in Public Institutions
 - 1. State financial reorganization and domination of institutional finances
 - 2. The limitations imposed from above on powers of governing boards
- E Planning for Higher Education
 - 1. Extent of educational planning
 - 2. The problem of coordination

VII. Higher Education and Its Public Relations, with Particular Reference to Depression Years

- A The Nature of the Public
 - 1. Alumni
 - 2. Government officials
 - 3. Parents
 - 4. Citizens
- B How the Publics Influence Support
 - 1. Public attitudes and institutional stability
 - 2. Public attitudes in a depression period
- C The Interpretation of Higher Education to the Public
 - 1. The importance to private institutions
 - 2. The importance to public institutions
 - 3. Benefits through adequate interpretation
 - (a) The fixing of functions
- D Public Pressures on Academic Policy
 - 1. The attempts of outside organizations to influence administration, faculty, and students
 - (a) The nature of the pressures on higher education
 - (b) Colleges as innovators and as transmitters of social heritage
 - 2. "Loyalty Legislation" and its significance
 - 3. Freedom of speech
 - (a) How the depression complicates the problem
- E Non-campus Activities of Staff Members
 - 1. In public service
 - 2. Other activities
 - (a) The response of the public to the professor off the campus
 - (b) The responsibilities of the professor in his public relations

VIII. Interpretations, Conclusions, Recommendations

F. K. RICHTMYER, *Chairman*
M. M. WILLEY, *Director of Studies*

EDUCATIONAL DISCUSSION

PLEDGE-RESISTANCE¹

The call to a nation-wide Student Mobilization for Peace on or before Armistice Day, issued over the names of the National Student Federation and nine other organizations, suggests a four-fold program, of which the fourth feature is to challenge students "to refuse to support the government of the United States in any war it may undertake." . . .

The attempt to get students to take such a pledge springs—largely, at least—from a desire to help prevent and suppress war. That desire I share intensely, as I think we all do; but it does not follow that we should give adherence to any and every particular plan which is proposed as a means to this end. Some plans are good; some are merely futile; some tend to defeat the very end they seek. No matter how passionate our desire for peace may be, neither our own passion nor anyone else's passion should sweep away our judgment. If ever there was a problem calling for the keenest and most searching and most persistent judgment of which the human mind is capable, that problem is the infinitely difficult and terribly critical problem of war and peace. . . .

The proponent of a pledge acts in general upon the principle that if, prior to a crisis, he can get people to promise that they will act in a certain way when the crisis comes, some of them, at least, when the crisis does come, will act in a way in which they would not act if they were then free to choose their course of action. And the pledge salesman on a college campus usually applies the common and obvious devices of campus salesmanship. . . .

What, now, are the real implications of the proposed pledge?

Let me point out, first, that it goes far beyond the refusal to bear arms. To refuse to support the government in any war it may undertake involves refusal, for instance, to engage in any form of camp labor, in any medical, nursing, or welfare service, in any agricultural or industrial production or any transportation related to anything to be used by the armed forces, or in any program of voluntary or compulsory financial support. The extension of the pledge beyond the mere bearing of arms, though it was probably devised in order to bring in the women, is logical enough. . . .

I should respect a man who takes the pledge with full recognition of its implications and full readiness to bear the cost: I should respect him, but I should think that he was grievously mistaken, and that the effect of his action would be not to further but to hamper the achievement of peace.

Bad as war is, mankind has been faced, and may yet be faced, with the

¹ From address before the student assembly at Oberlin College, November 6, 1935.

choice between war and some condition which is even worse than war. I would prescribe for every pacifist—that is, for everyone who is using his strength of mind and will to bring about peace (and the word in that, its true meaning, is a noble word), I would prescribe for every pacifist this exercise: that he review with the utmost care the causes and the consequences of every war of which he can find adequate record, and that he ask himself in each case whether human progress was on the whole advanced or retarded by that war, and whether, if advanced, the advancement could, in the then circumstances, have come without war. The answers would not all be on the same side of the question.

It seems a dreadful thing to accord support to any type of war. All war is horrible. There are types of war which I, as an individual and as a patriot, could not support. But there are other types of war from which, in my deliberate judgment, even the pacifist can not rightly withhold support. . . .

The proponents of the pledge are certainly moved in some measure by the idea that if any large number of students should sign it the government would thereby be led to refrain from some war in which it might otherwise engage. But that idea is, unfortunately, naïve; for the government would not ascribe to the pledges even the relatively slight significance which they would really have. I have already said that in my reluctant judgment not one in ten of those taking the pledge would keep it under the tremendous pressure of war. The military branches of the government, knowing students less well than I do and confident of the crushing power of governmental pressure in war time, would be more likely to say "one in a hundred," or "one in a thousand"—and to regard that one as negligible. The taking of the pledges would, in my opinion, have no practical influence whatsoever in leading the government to refrain from war. It is not as if war service were limited to the college students of the nations involved.

There is still another reason, of a different order, for not taking this pledge. The finally effective steps toward peace will be taken not by individuals or by conventions but by governments. Even though government action in the last analysis may be responsive to public pressure, it is the government that must act, and it must act in terms of legislation and of treaty. The most directly effective way in which any citizen can promote the cause of peace is by doing all he can to lead his government to take effective steps toward peace. . . .

This, in any case, is true: the action of the American College in the field of peace should be specifically collegiate—it should be primarily intelligent, not primarily emotional; deliberate, not impulsive; realistic, not naïve; not defeatist, but creative.

ERNEST H. WILKINS

THE UNIVERSITIES AND INTELLECTUAL LIBERTY¹

. . . I think it is a wholesome thing that we should have the Association of University Professors to play such a rôle in our lives. Although they are many times critical of administrations, let's keep the door wide open for their criticisms. Often these are most valuable. . . .

I heard some expression recently that our universities should be mainly conservators of the great intellectual and spiritual treasures of the past (of course, they should be and are), and that, therefore, it was very regretful that these boys should get off the main track, you know, and that in the end the university in some way would subdue them and tame them. I won't express my own religious faith here, and I hope it is deep and sincere, but we are not afraid to have a group of atheists meet there, a group of Communists or any other group. Let us rather thank God that they are up and stirring and are interested in this world, its nature, ethics, and justice; and that they are reading and thinking. If the university takes the position, "Well, after all, you are just children and in the end your old mother university will bring you in line, or, worse still, won't let you have your meeting," we just simply drive them underground. Let's have it in the sunlight and in the open. . . .

Freedom of the university means the freedom to study not only the biological implications of the physical structure of a fish but also the human implications of the economic structure of society. It means freedom of the liberated spirit to understand sympathetically those who misunderstand freedom and would strike it down. It means the freedom for consideration of the plight of unorganized and inarticulate peoples in an unorganized world in which powerful combinations and high pressure lobbies work their special will on the general life. In the university should be found the free voice not only for the unvoiced millions but also for the unpopular and even the hated minorities. Its platform should ever be a fair forum of free opinion. . . .

Finally, freedom of the university means freedom of the scholar to find and report the truth honestly, without interference by the university, the state, or any interests whatever. If a scholar be enlisted by the state for research on a mooted issue, though such scholarly and independent report may be imputed to the university as an institution by powerful lobbies opposed to the report, the university will stand by the right of the state to enlist the scholar and the freedom of the scholar to make the report, whatever be the consequences. The real destruction of the university would come from the university administration's interference, or any other interference, with the report. Without such freedom of research we would have no university and no democracy.

F. P. GRAHAM

¹ Taken from *Transactions and Proceedings of the National Association of State Universities*, volume xxxii.

LOCAL AND CHAPTER NOTES

UNIVERSITY OF BUFFALO, FREE COURSE SELECTION

For the past four years there have been no required courses in the Junior College with the exception of sub-freshman English for those failing to meet the standards of composition writing. Some of the interesting results of this experiment are fewer selections in science by women and in language by men, the tendency of superior men students to elect more language and social sciences courses, and the coordination of programs by the students themselves.

SMITH COLLEGE, PROTEST AGAINST TEACHERS' OATHS

The following Resolution was unanimously passed at the meeting of the Smith College Chapter held on November 18, 1935:

Resolved: That having signed the Teachers' Oath as required by law, we, as members of the American Association of University Professors, Smith College branch, record our protest against it, and urge that the Act making it a requirement for teachers in the Commonwealth of Massachusetts be repealed. We make this protest quite aside from the apparently innocuous content of the present bill, including its Amendment. The fact that most of us have signed similar declarations on passports as a matter of course, does not blind us to the significance of this new requirement made of us as teachers and made by a State legislature. We consider such an innovation not only a form of discrimination against our profession, but dangerous in principle, since it opens wide the way for worse legislation of a more oppressive character in the future. We therefore go on record as firmly opposed to the Teachers' Oath Act, and call upon members of the teaching profession throughout Massachusetts to join in urging its repeal.

Be It Further Resolved: That this resolution be given to the press.

UNIVERSITY OF FLORIDA, NEW GENERAL COLLEGE

With the opening of the present academic year all students are required to enter the new General College for two years regardless of their future plans for study. "The major phases of the program," according to the statement by W. J. Matherly in the November issue of the *Journal of Higher Education*, "consists of a group of six comprehensive courses required of all students—except superior students in certain cases—during the first two years, a set of comprehensive examinations on these and certain elective comprehensive or specialized courses, and a definite system of student guidance which will provide for the adjustment of the individual student's program to his individual needs and

abilities. . . . The General College has dispensed with clock hours, class marks, and semester-hour credits as prerequisites to the completion of its program. . . . Since one-half of our students in the past have never remained longer than two years anyway we have made definite provisions in our curriculum for these types of students." Thus the new college is "a terminal as well as a preparatory institution."

SYRACUSE UNIVERSITY, ANNUAL DINNER MEETING

An annual dinner meeting sponsored by the local chapter for all faculty members was held on December 13, 1935. The guest speakers were Dr. Mark May of Yale University, who made an address on "The Academic Profession," and Dr. Gordon Hoople and Mr. L. Earl Higbee, who spoke respectively on the medical and legal professions. The letter extending invitation to this meeting is an excellent example of the type of chapter activity which is helpful in the promotion of the interests of the Association.

CONSTITUTION

ARTICLE I—NAME AND OBJECT

1. The name of this Association shall be the American Association of University Professors.
2. Its object shall be to facilitate a more effective cooperation among teachers and investigators in universities and colleges, and in professional schools of similar grade, for the promotion of the interests of higher education and research, and in general to increase the usefulness and advance the standards and ideals of the profession.

ARTICLE II—MEMBERSHIP

1. There shall be four classes of members: Active, Associate, Emeritus, and Junior.
2. Active Members. Any university or college teacher or investigator who holds, and for three years has held, a position of teaching or research in a university or college (not including independent junior colleges) in the United States or Canada, or in a professional school of similar grade, may be nominated for membership in the Association. At the discretion of the Committee on Admissions, service in foreign institutions may also be counted toward the three-year requirement.
3. Associate members shall include those members who, ceasing to be eligible for active or junior membership, are transferred with the approval of the Council to associate membership.
4. Any active member retiring for age from a position in teaching or research may be transferred, at his own request and with the approval of the Council, to Emeritus Membership.
5. Junior members shall be graduate students or persons eligible for nomination as active members except in length of service. Membership for a junior member shall not extend beyond five years.
6. Associate, emeritus, and junior members shall have the right of attendance at the annual meetings of the Association without the right to vote or hold office.

ARTICLE III—OFFICERS

1. The Officers of the Association shall be a President, two Vice-Presidents, a General Secretary, and a Treasurer.
2. The term of office of the President and the Vice-Presidents shall be two years, that of the elective members of the Council three years, ten elective members retiring annually, but if in any year the terms of the President and both Vice-Presidents expire simultaneously, one of

the latter may be designated by the Council to serve an additional year. The terms of the officers shall expire at the closing session of the annual meeting, or thereafter on the election of successors.

3. The President, the Vice-Presidents, and the elective members of the Council shall be elected by a majority vote of members present and voting at the annual meeting. The General Secretary and the Treasurer shall be elected by the Council. The Council shall have power to remove the General Secretary or the Treasurer on charges or on one year's notice. The President, Vice-Presidents, and the retiring elective members of the Council shall not be eligible for immediate re-election to their respective offices. In case of a vacancy in any office, the Council shall have power to fill it until the next annual meeting and such an appointee shall be eligible for continuance by election at that time.

ARTICLE IV—ELECTION OF MEMBERS

1. There shall be a Committee on Admissions, the number and mode of appointment of which shall be determined by the Council.

2. Nominations for active and junior membership may be made to the General Secretary of the Association by any three members of the Association.

3. It shall be the duty of the General Secretary to publish every nomination in the next following issue of the *Bulletin* of the Association, and to transmit it to the Committee on Admissions.

4. All persons receiving the affirmative vote of two-thirds of the members of the Committee on Admissions shall become members of the Association upon payment of the annual dues. No nomination shall be voted on, however, within thirty days after its publication in the *Bulletin*.

5. On fulfilling the requirements of Article II, a junior member may, on recommendation of the Committee on Admissions, be transferred to active membership.

ARTICLE V—THE COUNCIL

1. The President, the Vice-Presidents, and the General Secretary, together with the three latest living ex-Presidents, shall, with thirty elective members, constitute the Council of the Association, in which the responsible management of the Association and the control of its property shall be vested. The President shall act as chairman of the Council.

2. The Council shall be responsible for carrying out the general purposes of the Association as defined in the Constitution. It shall deal with questions of financial or general policy, with the time, place, and program of the annual and of any special meetings of the Associa-

tion. It shall present a written report to the Association at the annual meeting. It shall have authority to delegate specific responsibility to an Executive Committee of not less than six members including the President and to appoint other committees to investigate and report on subjects germane to the purposes of the Association. (See By-Law 11.)

3. Meetings of the Council shall be held in connection with the annual meeting of the Association and at least at one other time during each year. The members present at any meeting duly called shall constitute a quorum. The Council may also transact business by letter ballot.

ARTICLE VI—BY-LAWS

By-Laws may be adopted at any annual meeting of the Association.

ARTICLE VII—DUES, TERMINATION OF MEMBERSHIP

1. Each active member shall pay four dollars and each associate or junior member shall pay three dollars to the Treasurer as annual dues, and no member who is in default shall be qualified to exercise any privileges of membership.

2. Emeritus members shall pay no dues.

3. Non-payment of dues by an active, associate, or junior member for two years shall terminate membership, but in such a case a member may be reinstated by the Council on payment of arrears.¹

4. For proper cause a member may be suspended, or his membership may be terminated, by a two-thirds vote of the Council at any regular or special meeting; but such member shall be notified of the proposed action, with the reasons therefor, at least four weeks in advance of the meeting and shall be given a hearing if he so requests.

ARTICLE VIII—PERIODICAL

The periodical shall be under the editorial charge of a committee appointed by the Council; copies of it shall be sent to all members.

ARTICLE IX—AMENDMENTS

1. The Constitution may be amended by a two-thirds vote of those present and voting at any annual meeting; provided that written notice of any proposed amendment shall be sent to the General Secretary by five members of the Association not later than two months before the annual meeting.

2. It shall be the duty of the General Secretary to send a copy of all amendments thus proposed to the members of the Association at least one month before the annual meeting.

¹ It has been voted by the Council that the *Bulletin* be discontinued at the end of one year and that, in case of subsequent reinstatement, payment be required for that year only.

ARTICLE X—ANNUAL MEETING

The Association shall meet annually at such time and place as the Council may select. The members of the Association in each institution may elect one or more delegates to the annual meeting. At the annual meeting questions shall ordinarily be determined by majority vote of the delegates present and voting, but on request of one-third of the delegates present a proportional vote shall be taken. When a proportional vote is taken the delegates from each institution shall be entitled to one vote and, in case of an institution with more than fifteen members of the Association, to one vote for every ten members or majority fraction thereof. The votes to which the delegates from each institution are entitled shall be equally divided among its delegates present and voting.

ARTICLE XI—CHAPTERS

Whenever the active members in a given institution number seven or more, they shall constitute a Chapter of the Association. Each Chapter shall elect annually a President, a Secretary, and a Treasurer, and such other officers as the Chapter may determine. It shall be the duty of the Secretary of the Chapter to report to the General Secretary of the Association the names of the officers of the Chapter. In case of failure of any Chapter to elect the officers above provided for, the President, General Secretary, and Treasurer of the Association shall have power to appoint, from among the members of the Association connected with the institution concerned, officers for the Chapter in question.

BY-LAWS

1. *Nomination for Office.*—At each annual meeting or promptly thereafter, the President shall appoint, by and with the advice and consent of the Council, a committee of not less than three members, not officers or other members of the Council, to present nominations for the offices to be filled at the next annual meeting. In carrying on its work, the committee shall seek advice from chapters or members of the Association, and shall, unless otherwise directed by the Council, hold a meeting at Association expense to complete its list of nominees.

For the purpose of securing Council nominations, blank ballots will be sent out to all members in January, to be returned to the Washington Office for tabulation and reference to the Nominating Committee, each ballot to be filled in with the name of an Active member connected with an institution located in that one of ten designated geographical regions, formed on the basis of approximately equal Active membership, in which the member submitting the name resides. After receiving the tabulated list, the Nominating Committee, having due regard to subject matter, types of institutions, and relative number of votes cast, shall prepare a list of twenty nominees for Council membership, two for each of the ten regions, provided that, consistently with the other considerations mentioned, the selections are based upon the regional preferences indicated in the canvass and that, before the inclusion of the names on the final ballot, the consent of the nominees is secured. The ten regions are now as follows:

- Region I: Maine, N. H., Vt., Mass., R. I.; in Canada, Nova Scotia and Quebec
- Region II: Conn., New York City, N. J.; in Canada, Ontario
- Region III: Rest of N. Y., Eastern Pa. (including Wilson College on western border)
- Region IV: Md., Del., D. C., Va., Western Pa. (including Pennsylvania State College on eastern border)
- Region V: Ohio, Mich.
- Region VI: W. Va., N. C., S. C., Ky., Tenn., La., Miss., Ala., Ga., Fla., Puerto Rico
- Region VII: Ind., Ill., Wis.
- Region VIII: Mo., Iowa, Minn., N. Dak., S. Dak., Mont.; in Canada, Manitoba and Alberta
- Region IX: Ark., Texas, Okla., Kans., Nebr., Wyo., Colo., N. Mex.
- Region X: Ariz., Utah, Nev., Idaho, Wash., Oreg., Calif., Hawaii; in Canada, British Columbia

Changes in this list may be made by regular By-Law amendment or by Council action.

Nominations shall be reported to the General Secretary in time for publication in that issue of the *Bulletin* which is to be mailed to members of the Association not later than one month before the annual meeting. At the annual meeting, the nominations of the committee and any other nominations proposed in writing by ten or more members of the Association shall be voted upon by ballot by members present at the meeting.

2. *Council Meetings.*—A special meeting of the Council shall be called by the President on the written request of at least eight members of the Council and notice of such meetings shall be mailed to every member two weeks in advance.

3. *Fiscal Year.*—The fiscal year of the Association shall extend from January 1 to December 31 of each year, inclusive.

4. *Chapters.*—The Council may allow the establishment in an institution of more than one chapter if such action is deemed necessary on account of the geographical separation of different parts of the institution.

5. A chapter may invite to its meetings any person it desires who is not eligible for membership, such as administrative officers and persons who have taught less than three years, those whose work can not be classified as teaching or research, or members of the Association who are not members of the Chapter. It may establish annual dues of one dollar or less. If it seems desirable the chapter may meet with other local organizations.

6. Chapters should not as such make recommendations to administrative officers of their institutions on matters of individual appointment, promotion, or dismissal. In local matters which would ordinarily come before the faculties for action, members of chapters should in general act in their individual capacity as members of faculties rather than in the name of the chapter.

7. *General Secretary.*—The General Secretary shall carry on the work of the Association and the Council under the general direction of the President, preparing the business for all meetings and keeping the records thereof. He shall conduct correspondence with the Council, Committees, and Chapters of the Association. He shall collect the membership dues and any other sums due the Association and transfer them to the Treasurer. He shall have charge of the office of the Association and be responsible for its efficient and economical management. He shall be a member of the editorial committee of the official periodical. He may with the approval of the President delegate any of these duties to an Executive Secretary or Assistant Secretary appointed by the Council for that purpose.

8. *Treasurer.*—The Treasurer shall receive all moneys and deposit the same in the name of the Association. He shall invest any funds not

needed for current disbursements, as authorized by the Council or the Executive Committee. He shall pay all bills when approved as provided in By-Law 10. He shall make a report to the Association at the annual meeting and such other reports as the Council may direct. He may with the approval of the Council authorize an Assistant Treasurer to act in his stead.

9. *Salaries; Sureties.*—The General Secretary, the Executive or Assistant Secretary, and the Treasurer shall be paid salaries determined by the Council and shall furnish such sureties as the Council may require.

10. *Payments.*—Bills shall be approved for payment by the General Secretary or in his absence by the President or a Vice-President. Every bill of more than \$100 shall require the approval of two of these officers. Any bill not falling within the budget for the year shall require authorization by the Executive Committee.

11. *Executive Committee.*—The Executive Committee shall have immediate supervision of the financial management of the Association, employing an auditor annually and making investment of surplus funds, to be reported to the Council. It shall be responsible for approval of the Budget prepared by the General Secretary and the Treasurer and for such other matters as may be referred to it by the Council. Meetings of the Committee may be held at the call of the President as its chairman.

MEMBERSHIP OF THE ASSOCIATION

The last general list was published in the *Bulletin* for January, 1935. The following pages contain a list of institutions with the number of members in each, and the names of the chapter officers, also a list of members deceased during the year and a tabulation of membership by classes. A complete list is maintained at the Washington office and information from it will be furnished on application.

Adelphi College, Garden City, N. Y. Chapter Officers: Donna F. Thompson, *Pres.*; Ruth A. Damon, *Sec.* Active 14; Junior 1.

Agnes Scott College, Decatur, Ga. Chapter Officers: H. A. Robinson, *Pres.*; Martha Stansfield, *Sec.* Active 12; Junior 2.

Akron, University of, Akron, Ohio. Chapter Officers: W. A. Cook, *Pres.*; Paul Acquarone, *Sec.* Active 32; Junior 1.

Alabama College, Montevallo, Ala. Active 2; Junior 1.

Alabama Polytechnic Institute, Auburn, Ala. Active 2.

Alabama, University of, University, Ala. Chapter Officers: W. M. Hepburn, *Pres.*; Marcus Whitman, *Sec.* Active 41; Junior 4.

Alaska, University of, College, Alaska. Active 1.

Albany College, Albany, Ore. Junior 1.

Albany Medical College, Albany, N. Y. Active 3.

Alberta, University of, Edmonton, Alberta. Active 1.

Albion College, Albion, Mich. Chapter Officers: H. M. Battenhouse, *Pres.*; Vera H. Buck, *Sec.* Active 12.

Albright College, Reading, Pa. Chapter Officers: M. W. Hamilton, *Pres.*; Graham Cook, *Sec.* Active 11; Junior 1.

Alfred University, Alfred, N. Y. Active 12.

Allegheny College, Meadville, Pa. Chapter Officers: H. W. Church, *Pres.*; D. E. Thomas, *Sec.* Active 31; Junior 1.

Alma College, Alma, Mich. Active 1.

American College for Girls, Istanbul, Turkey. Active 2.

American University, Washington, D. C. Active 12; Junior 2.

American University of Beirut, Beirut, Syria. Active 1.

Amherst College, Amherst, Mass. Chapter Officer: F. K. Turgeon, *Sec.* Active 18.

Antioch College, Yellow Springs, Ohio. Active 16; Junior 1.

Arizona State Teachers College, Flagstaff, Ariz. Active 1.

Arizona State Teachers College, Tempe, Ariz. Active 1.

Arizona, University of, Tucson, Ariz. Chapter Officers: A. F. Kinnison, *Pres.*; H. B. Leonard, *Sec.* Active 51; Junior 3.

Arkansas State Teachers College, Conway, Ark. Chapter Officers: D. D. McBrien, *Pres.*; Mattie Sanders, *Sec.* Active 14.

Arkansas, University of, Fayetteville, Ark. Chapter Officers: D. Y. Thomas, *Pres.*; H. M. Hossford, *Sec.* Active 57; Junior 1.

Armour Institute of Technology, Chicago, Ill. Active 2.

Ashland College, Ashland, Ohio. Active 6.

Atlanta University, Atlanta, Ga. Active 1.

Augustana College and Theological Seminary, Rock Island, Ill. Chapter Officer: Margaret Olmsted, *Sec.* Active 9.

Baker University, Baldwin, Kans. Active 6.

Baldwin Wallace College, Berea, Ohio. Chapter Officers: E. C. Unnewehr, *Pres.*; Edith A. Longbon, *Sec.* Active 23.

Ball State Teachers College, Muncie, Ind. Active 5.

Bard College, Annandale-on-Hudson, N. Y. Chapter Officer: I. F. Davidson, *Pres.* Active 7; Junior 1.

Bates College, Lewiston, Me. Active 1.

Battle Creek College, Battle Creek, Mich. Active 3.

Baylor College for Women, Belton, Tex. Active 3.

Baylor University, Waco, Tex. Chapter Officers: M. S. Carroll, *Pres.*; J. D. Bragg, *Sec.* Active 25; Junior 4.

Beloit College, Beloit, Wis. Active 4; Junior 1.

Berea College, Berea, Ky. Chapter Officers: Waldemar Noll, *Pres.*; Charlotte P. Ludlum, *Sec.* Active 19; Junior 2.

Bethany College, Bethany, W. Va. Chapter Officers: Osborne Booth, *Pres.*; I. T. Green, *Sec.* Active 7.

Bethany College, Lindsborg, Kans. Active 3; Junior 1.

Birmingham-Southern College, Birmingham, Ala. Active 2; Junior 1.

Blue Mountain College, Blue Mountain, Miss. Active 5.

Boston University, Boston, Mass. Chapter Officers: J. B. Davis, *Pres.*; G. B. Franklin, *Sec.* Active 48; Junior 12.

Bowdoin College, Brunswick, Me. Active 10.

Bowling Green State University, Bowling Green, Ohio. Chapter Officers: C. H. Otis, *Pres.*; Florence J. Williamson, *Sec.* Active 36; Junior 1.

Bradley Polytechnic Institute, Peoria, Ill. Chapter Officers: P. T. Hogenson, *Pres.*; B. M. Hollowell, *Sec.* Active 8.

Brigham Young University, Provo, Utah. Active 1.

British Columbia, University of, Vancouver, British Columbia. Active 2; Junior 1.

Brooklyn College, Brooklyn, N. Y. Chapter Officers: H. F. MacNeish, *Pres.*; John Whyte, *Sec.* Active 83; Junior 12.

Brooklyn Polytechnic Institute of, Brooklyn, N. Y. Chapter Officers: G. B. L. Smith, *Pres.*; P. B. Fraim, *Sec.* Active 22; Junior 1.

Brothers College, Madison, N. J. Chapter Officers: E. A. Aldrich, *Pres.*; M. C. Harrington, *Sec.* Active 9.

Brown University, Providence, R. I. Chapter Officers: W. T. Hastings, *Pres.*; Harold Schlosberg, *Sec.* Active 51; Junior 1.

Bryn Mawr College, Bryn Mawr, Pa. Chapter Officer: J. E. Gillet, *Pres.* Active 37; Junior 3.

Bucknell University, Lewisburg, Pa. Chapter Officers: W. D. Garman, *Pres.*; T. E. Newland, *Sec.* Active 22; Junior 5; Wilkes-Barre, Pa. Chapter Officers: W. H. Schuyler, *Pres.*; F. E. Keller, *Sec.* Active 9; Junior 1.

Buffalo, University of, Buffalo, N. Y. Chapter Officers: Marvin Farber, *Pres.*; Harriet F. Montague, *Sec.* Active 66; Junior 2.

Butler University, Indianapolis, Ind. Chapter Officers: E. Jordan, *Pres.*; Kathryn J. Journey, *Sec.* Active 40; Junior 1.

California Institute of Technology, Pasadena, Calif. Chapter Officers: E. T. Bell, *Pres.*; H. N. Gilbert, *Sec.* Active 53; Junior 7.

California, University of, Berkeley, Calif. Chapter Officers: J. P. McBaine, *Pres.*; C. D. Shane, *Sec.* Active 150; Junior 9.

California at Los Angeles, University of, Los Angeles, Calif. Chapter Officers: S. B. Hustvedt, *Pres.*; A. H. Warner, *Sec.* Active 112; Junior 1.

Capital University, Columbus, Ohio. Active 9.

Carleton College, Northfield, Minn. Chapter Officer: P. R. Fossum, *Pres.* Active 9.

Carnegie Institute of Technology, Pittsburgh, Pa. Chapter Officer: S. B. Ross, *Pres.*; G. B. Thorp, *Sec.* Active 52.

Carroll College, Helena, Mont. Active 1.

Carroll College, Waukesha, Wis. Active 5; Junior 1.

Carson-Newman College, Jefferson City, Tenn. Active 2.

Carthage College, Carthage, Ill. Active 2.

Case School of Applied Science, Cleveland, Ohio. Chapter Officers: F. T. Carlton, *Pres.*; E. A. Arnold, *Sec.* Active 14; Junior 1.

Catawba College, Salisbury, N. C. Active 4; Junior 1.

Catholic University of America, Washington, D. C. Chapter Officers: A. R. Barwick, *Pres.*; F. L. Talbott, *Sec.* Active 14; Junior 1.

Centenary College of Louisiana, Shreveport, La. Active 1.

Central College, Fayette, Mo. Chapter Officer: W. D. Baskett, *Sec.* Active 7.

Centre College of Kentucky, Danville, Ky. Chapter Officers: J. H. Hewlett, *Pres.*; Curtis Bottom, *Sec.* Active 8.

Charleston College, of, Charleston, S. C. Chapter Officers: Jose Gallardo, Jr., *Pres.*; A. L. Geisenheimer, *Sec.* Active 8.

Chattanooga, University of, Chattanooga, Tenn. Chapter Officers: D. W. Cornelius, *Pres.*; F. W. Prescott, *Sec.* Active 14.

Chicago, University of, Chicago, Ill. Chapter Officers: A. J. Carlson, *Pres.*; L. R. Gottschalk, *Sec.* Active 156; Junior 7.

Cincinnati, University of, Cincinnati, Ohio. Chapter Officers: J. L. La Monte, *Pres.*; J. R. Blough, *Sec.* Active 88; Junior 4.

Citadel, The, Charleston, S. C. Active 2.
 City College, The, New York, N. Y. Chapter Officers: J. S. Schapiro, *Pres.*; G. E. Nelson, *Sec.* Active 121; Junior 6.
 Claremont Colleges, Claremont, Calif. Active 1.
 Clark University, Worcester, Mass. Active 15; Junior 2.
 Clarkson School of Technology, Potsdam, N. Y. Active 4.
 Clemson Agricultural College of South Carolina, Clemson, S. C. Active 1.
 Coe College, Cedar Rapids, Ia. Active 4.
 Coker College, Hartsville, S. C. Active 2.
 Colby College, Waterville, Me. Active 6.
 Colgate University, Hamilton, N. Y. Chapter Officers: S. J. French, *Pres.*; G. S. DeLand, *Sec.* Active 45; Junior 13.
 Colorado College, Colorado Springs, Colo. Active 7; Junior 1.
 Colorado School of Mines, Golden, Colo. Active 7.
 Colorado State College, Fort Collins, Colo. Chapter Officers: C. G. H. Johnson, *Pres.*; W. E. Pyke, *Sec.* Active 19.
 Colorado State College of Education, Greeley, Colo. Active 2.
 Colorado, University of, Boulder, Colo. Chapter Officers: J. W. Broxon, *Pres.*; C. F. Poe, *Sec.* Active 65; Junior 5.
 Colorado, Western State College of, Gunnison, Colo. Chapter Officers: C. T. Hurst, *Pres.*; C. A. Helmecke, *Sec.* Active 8.
 Columbia University, New York, N. Y. Chapter Officers: M. T. Bogert, *Pres.*; Frank Callcott, *Sec.* Active 157; Junior 10.
 Concord State Teachers College, Athens, W. Va. Junior 1.
 Connecticut College, New London, Conn. Chapter Officer: Pauline H. Dederer, *Sec.* Active 21; Junior 2.
 Connecticut State College, Storrs, Conn. Chapter Officers: Albert Waugh, *Pres.*; W. H. Kinsey, *Sec.* Active 28; Junior 4.
 Converse College, Spartanburg, S. C. Chapter Officer: J. W. Patton, *Sec.* Active 10.
 Cornell College, Mount Vernon, Ia. Chapter Officers: R. A. Nelson, *Pres.*; C. F. Littell, *Sec.* Active 17; Junior 2.
 Cornell University, Ithaca, N. Y. Chapter Officers: G. H. Sabine, *Pres.*; E. N. Ferriss, *Sec.* Active 128; Junior 5.
 Creighton University, Omaha, Neb. Chapter Officers: P. R. Nielson, *Pres.*; Leo Jacks, *Sec.* Active 16; Junior 4.
 Culver-Stockton College, Canton, Mo. Chapter Officers: H. B. Robison, *Pres.*; Herman Hausheer, *Sec.* Active 7; Junior 3.

Dakota Wesleyan University, Mitchell, S. Dak. Active 8; Junior 4.
 Dalhousie University, Halifax, Nova Scotia. Active 8.
 Dartmouth College, Hanover, N. H. Chapter Officers: W. K. Stewart, *Pres.*; H. L. Elsbree, *Sec.* Active 104; Junior 2.
 Davidson College, Davidson, N. C. Chapter Officers: H. T. Lilly, *Pres.*; G. R. Vowles, *Sec.* Active 7.
 Dayton, University of, Dayton, Ohio. Active 1.
 Delaware, University of, Newark, Del. Chapter Officers: E. B. Crooks, *Pres.*; Amy Rextrew, *Sec.* Active 58; Junior 14.
 Delta State Teachers College, Cleveland, Miss. Active 4.
 Denison University, Granville, Ohio. Chapter Officers: F. J. Wright, *Pres.*; W. T. Utter, *Sec.* Active 24; Junior 1.
 Denver, University of, Denver, Colo. Chapter Officers: F. W. Dickinson, *Pres.*; W. F. Luebke, *Sec.* Active 15.
 De Paul University, Chicago, Ill. Active 10.
 De Pauw University,¹ Greencastle, Ind. Chapter Officers: E. C. Bowman, *Pres.*; H. T. Ross, *Sec.* Active 48.
 Detroit, University of, Detroit, Mich. Chapter Officers: D. R. Janisse, *Pres.*; L. E. Buss, *Sec.* Active 9.
 Dickinson College, Carlisle, Pa. Active 2.
 Drake University, Des Moines, Ia. Chapter Officers: I. F. Neff, *Pres.*; J. H. Blackhurst, *Sec.* Active 20; Junior 3.
 Drexel Institute, Philadelphia, Pa. Active 4; Junior 1.
 Drury College, Springfield, Mo. Active 8.

¹ Removed from the Eligible List.

Duke University, Durham, N. C. Chapter Officers: W. A. Perlzweig, *Pres.*; W. M. Blackburn, *Sec.* Active 110; Junior 6.

Duquesne University, Pittsburgh, Pa. Active 11; Junior 3.

Earlham College, Richmond, Ind. Active 3.

Elmhurst College, Elmhurst, Ill. Active 2.

Elmira College, Elmira, N. Y. Active 7.

Emory University, Emory University, Ga. Chapter Officers: W. B. Baker, *Pres.*; J. A. Strausbaugh, *Sec.* Active 21; Junior 6.

Emporia, College of, Emporia, Kans. Active 1.

Eureka College, Eureka, Ill. Active 3.

Evansville College, Evansville, Ind. Active 2.

Fairmont State Teachers College, Fairmont, W. Va. Chapter Officer: E. L. Lively, *Pres.* Active 11; Junior 2.

Findlay College, Findlay, Ohio. Active 1; Junior 1.

Fisk University, Nashville, Tenn. Active 2; Junior 1.

Florida State College for Women, Tallahassee, Fla. Chapter Officers: D. H. Briggs, *Pres.*; Mildred Finnegan, *Sec.* Active 32; Junior 2.

Florida, University of, Gainesville, Fla. J. H. Kusner, *Pres.*; M. J. Dauer, *Sec.* Active 68; Junior 19.

Fordham University, New York, N. Y. Chapter Officers: J. A. Taaffe, *Pres.*; F. P. Donnelly, *Sec.* Active 17; Junior 1.

Franklin College of Indiana, Franklin, Ind. Active 9; Junior 1.

Franklin and Marshall College, Lancaster, Pa. Chapter Officers: P. L. Whitely, *Pres.*; Barrows Dunham, *Sec.* Active 21.

Fresno State College, Fresno, Calif. Chapter Officers: A. R. Addington, *Pres.*; L. F. Hadsall, *Sec.* Active 14.

Furman University, Greenville, S. C. Active 2.

Geneva College, Beaver Falls, Pa. Active 6.

George Peabody College for Teachers, Nashville, Tenn. Active 5.

George Washington University, Washington, D. C. Chapter Officers: Mitchell Dreese, *Pres.* J. A. Tillema, *Sec.* Active 60; Junior 8.

Georgetown University, Washington, D. C. Active 6; Junior 1.

Georgia School of Technology, Atlanta, Ga. Chapter Officers: Harold Bush-Brown, *Pres.*; E. T. Prosser, *Sec.* Active 35.

Georgia State College for Women, Milledgeville, Ga. Chapter Officer: G. H. Webber, *Pres.* Active 18.

Georgia State Women's College, Valdosta, Ga. Chapter Officers: H. S. Gulliver, *Pres.*; H. S. Treanor, *Sec.* Active 11.

Georgia, University of, Athens, Ga. Chapter Officers: J. W. Jenkins, *Pres.*; J. W. Nuttycombe, *Sec.* Active 34; Junior 2.

Gettysburg College, Gettysburg, Pa. Chapter Officers: Thomas L. Klein, *Pres.*; C. A. Sloat, *Sec.* Active 27.

Good Counsel College, White Plains, N. Y. Active 1.

Goucher College, Baltimore, Md. Chapter Officers: Annette B. Hopkins, *Pres.*; C. I. Winslow, *Sec.* Active 54, Junior 2.

Greensboro College, Greensboro, N. C. Active 5; Junior 1.

Grinnell College, Grinnell, Ia. Chapter Officers: J. W. Charlton, *Pres.*; Amy E. Blagg, *Sec.* Active 24; Junior 2.

Grove City College, Grove City, Pa. Active 3.

Guilford College, Guilford College, N. C. Active 1.

Hamilton College, Clinton, N. Y. Chapter Officers: D. B. Durham, *Pres.*; W. H. C. Laves, *Sec.* Active 17; Junior 1.

Hamline University, St. Paul, Minn. Chapter Officers: J. M. Rysgaard, *Pres.*; Erma Miller, *Sec.* Active 25.

Hanover College, Hanover, Ind. Active 3; Junior 1.

Harris Teachers College, St. Louis, Mo. Active 4.

Harvard University, Cambridge, Mass. Chapter Officer: A. N. Holcombe, *Pres.* Active 119; Junior 8.

Hastings College, Hastings, Neb. Active 2.

Haverford College, Haverford, Pa. Chapter Officer: E. D. Snyder, *Pres.* Active 20; Junior 1.

Hawaii, University of, Honolulu, Hawaii. Active 9.
Heidelberg College, Tiffin, Ohio. Chapter Officers: Jesse Pierce, *Pres.*; K. B. Barnes, *Sec.* Active 10.
Henderson State Teachers College, Arkadelphia, Ark. Chapter Officers: E. G. Saverio, *Pres.*; K. M. Scott, *Sec.* Active 7; Junior 1.
Hendrix College, Conway, Ark. Active 1.
Hillsdale College, Hillsdale, Mich. Chapter Officers: H. M. Davidson, *Pres.*; J. K. Osborne, *Sec.* Active 8; Junior 3.
Hiram College, Hiram, Ohio. Active 9.
Hobart College, Geneva, N. Y. Chapter Officers: F. P. Boswell, *Pres.*; R. W. Torrens, *Sec.* Active 24.
Hollins College, Hollins, Va. Chapter Officer: E. M. Smith, *Pres.* Active 11; Junior 1.
Hood College, Frederick, Md. Chapter Officers: J. B. Ranck, *Pres.*; Grace E. Lippy, *Sec.* Active 23.
Howard College, Birmingham, Ala. Active 5.
Howard University, Washington, D. C. Chapter Officers: A. L. Locke, *Pres.*; A. L. Harris, *Sec.* Active 35.
Hunter College of the City of New York, New York, N. Y. Chapter Officers: Marguerite E. Jones, *Pres.*; Mary A. Wyman, *Sec.* Active 81.
Huntington College, Montgomery, Ala. Active 1.
Huron College, Huron, S. Dak. Active 2.

Idaho State Normal School, Lewiston, Idaho. Active 4; Junior 2.
Idaho, University of, Moscow, Idaho. Chapter Officer: G. M. Miller, *Pres.* Active 8; Junior 1.
Illinois State Normal University, Normal, Ill. Chapter Officers: C. L. Cross, *Pres.*; Gerda Okerlund, *Sec.* Active 18; Junior 1.
Illinois State Normal University (Southern), Carbondale, Ill. Chapter Officers: T. W. Abbott, *Pres.*; Esther M. Power, *Sec.* Active 32.
Illinois State Teachers College (Eastern), Charleston, Ill. Active 5.
Illinois State Teachers College (Northern), DeKalb, Ill. Active 4.
Illinois State Teachers College (Western), Macomb, Ill. Active 3.
Illinois, University of, Urbana, Ill. Chapter Officers: P. L. Windsor, *Pres.*; F. P. Shephard, *Sec.* Active 86; Junior 7.
Illinois Wesleyan University, Bloomington, Ill. Chapter Officers: J. E. Thomas, *Pres.*; F. S. Mortimer, *Sec.* Active 12; Junior 1.
Indiana State Teachers College, Terre Haute, Ind. Chapter Officers: J. F. Mackell, *Pres.*; Sara K. Harvey, *Sec.* Active 44; Junior 1.
Indiana University, Bloomington, Ind. Chapter Officers: Paul Weatherwax, *Pres.*; Georgia E. Finley, *Sec.* Active 96; Junior 4.
Institute for Advanced Study, Princeton, N. J. Active 5.
International Y. M. C. A. College, Springfield, Mass. Active 1.
Iowa State College of Agriculture and Mechanic Arts, Ames, Ia. Chapter Officers: J. A. Hopkins, *Pres.*; F. L. Whan, *Sec.* Active 75; Junior 7.
Iowa State Teachers College, Cedar Falls, Ia. Chapter Officers: W. B. Fagan, *Pres.*; M. R. Beard, *Sec.* Active 22; Junior 2.
Iowa, State University of, Iowa City, Ia. Chapter Officers: C. A. Ruckmick, *Pres.*; Grace Cochran, *Sec.* Active 127; Junior 6.
Iowa Wesleyan College, Mt. Pleasant, Ia. Active 1.

James Millikin University, Decatur, Ill. Active 8.
Jefferson Medical College, Philadelphia, Pa. Active 1.
John B. Stetson University, De Land, Fla. Active 3.
John Carroll University, Cleveland, Ohio. Active 3; Junior 2.
Johns Hopkins University, The, Baltimore, Md. Chapter Officers: E. B. Mathews, *Pres.*; E. E. Franklin, *Sec.* Active 74; Junior 8.
Judson College, Marion, Ala. Active 2.
Juniata College, Huntingdon, Pa. Active 3; Junior 1.

Kalamazoo College, Kalamazoo, Mich. Junior 1.
Kansas State College of Agriculture and Applied Science, Manhattan, Kans. Active 7; Junior 1.
Kansas State College, Ft. Hays, Hays, Kans. Active 5.
Kansas State Teachers College, Pittsburg, Kans. Active 23.
Kansas State Teachers College of Emporia, Emporia, Kans. Chapter Officers: F. U. G. Agrelius, *Pres.*; W. L. Holtz, *Sec.* Active 15; Junior 1.

Kansas, University of, Lawrence, Kans. Chapter Officers: E. H. Hollands, *Pres.*; C. F. Nelson, *Sec.* Active 66; Junior 1.

Kent State University, Kent, Ohio. Chapter Officers: K. R. Pringle, *Pres.*; C. L. Cook, *Sec.* Active 27; Junior 1.

Kentucky, University of, Lexington, Ky. Chapter Officer: John Kuiper, *Pres.* Active 61; Junior 4.

Kenyon College, Gambier, Ohio. Active 7.

Keuka College, Keuka Park, N. Y. Active 4; Junior 1.

Kings College, Halifax, Nova Scotia. Active 1.

Knox College, Galesburg, Ill. Active 7.

Lafayette College, Easton, Pa. Chapter Officers: E. P. Chase, *Pres.*; J. H. Wilson, *Sec.* Active 59; Junior 5.

Lake Erie College, Painesville, Ohio. Chapter Officer: R. M. Johnson, *Pres.* Active 9; Junior 3.

Lake Forest College, Lake Forest, Ill. Chapter Officer: R. B. Williams, *Sec.* Active 12.

Le Salle College, Philadelphia, Pa. Active 1.

Lawrence College, Appleton, Wis. Chapter Officers: J. H. Griffiths, *Pres.*; Dorothy Bethurum, *Sec.* Active 34; Junior 4.

Lebanon Valley College, Annville, Pa. Active 1.

Lehigh University, Bethlehem, Pa. Chapter Officers: Tomlinson Fort, *Pres.*; J. L. Graham, *Sec.* Active 45; Junior 2.

Lenoir-Rhyne College, Hickory, N. C. Active 1; Junior 1.

Limestone College, Gaffney, S. C. Active 1; Junior 2.

Lincoln University, Jefferson City, Mo. A. A. Kildare, *Pres.*; Uccil Maxwell, *Sec.* Active 11; Junior 5.

Lindenwood College, St. Charles, Mo. Active 9; Junior 1.

Linfield College, McMinnville, Ore. Active 1.

Louisiana Institute, Southwestern, Lafayette, La. Chapter Officers: A. P. Elliott, *Pres.*; Harry De La Rue, *Sec.* Active 10; Junior 1.

Louisiana Polytechnic Institute, Ruston, La. Active 1.

Louisiana State Normal College, Natchitoches, La. Active 6.

Louisiana State University, Baton Rouge, La. Chapter Officers: C. M. Wise, *Pres.*; E. A. Schuler, *Sec.* Active 93; Junior 19.

Louisville, University of, Louisville, Ky. Chapter Officers: Wendell Carnahan, *Pres.*; Guy Stevenson, *Sec.* Active 40; Junior 5.

Loyola University, Chicago, Ill. Active 5.

Luther College, Decorah, Ia. Active 1.

Lynchburg College, Lynchburg, Va. Active 1.

McGill University, Montreal, Quebec. Active 7; Junior 1.

McKendree College, Lebanon, Ill. Active 3; Junior 2.

MacMurray College for Women, Jacksonville, Ill. Active 6.

Macalester College, St. Paul, Minn. Active 8.

Maine, University of, Orono, Me. Chapter Officers: J. H. Waring, *Pres.*; C. E. Packard, *Sec.* Active 22; Junior 3.

Manitoba, University of, Winnipeg, Manitoba. Active 2.

Marietta College, Marietta, Ohio. Active 3.

Marquette University, Milwaukee, Wis. Active 9.

Marshall College, Huntington, W. Va. Chapter Officer: R. C. Woods, *Pres.* Active 10; Junior 3.

Mary Baldwin College, Staunton, Va. Active 9.

Mary Manse College, Toledo, Ohio. Active 1.

Maryland College, Western, Westminster, Md. Active 5; Junior 1.

Maryland State Teachers College, Towson, Md. Active 1.

Maryland, University of, College Park, Md. Chapter Officers: C. B. Hale, *Pres.*; S. M. Wedeberg, *Sec.* Active 56; Junior 5.

Marymount College, Tarrytown-on-Hudson, N. Y. Active 1.

Maryville College, Maryville, Tenn. Active 5.

Massachusetts Institute of Technology, Cambridge, Mass. Chapter Officers: M. S. Sherrill, *Pres.*; N. A. Milas, *Sec.* Active 60; Junior 1.

Massachusetts State College, Amherst, Mass. Active 8; Junior 2.

Mercer University, Macon, Ga. Active 1; Junior 2.

Meredith College, Raleigh, N. C. Active 1.

Miami University, Oxford, Ohio. Chapter Officers: W. S. Thompson, *Pres.*; F. B. Joyner, *Sec.* Active 53; Junior 1.

Michigan State College of Agriculture and Applied Science, East Lansing, Mich. Chapter Officers: P. A. Herbert, *Pres.*; E. C. Prophet, *Sec.* Active 35; Junior 1.

Michigan State Normal College, Ypsilanti, Mich. Chapter Officers: N. L. Garrison, *Pres.*; Helen Dolman, *Sec.* Active 25; Junior 2.

Michigan State Teachers College (Northern), Marquette, Mich. Active 1.

Michigan State Teachers College (Western), Kalamazoo, Mich. Active 1.

Michigan, University of, Ann Arbor, Mich. Chapter Officers: L. I. Bredvold, *Pres.*; A. Van Duren, Jr., *Sec.* Active 140; Junior 11.

Middlebury College, Middlebury, Vt. Active 7.

Mills College, Oakland, Calif. Chapter Officers: F. H. Herrick, *Pres.*; Vernette L. Gibbons, *Sec.* Active 18.

Millsaps College, Jackson, Miss. Active 2.

Milwaukee-Downer College, Milwaukee, Wis. Active 4.

Minnesota, University of, Minneapolis, Minn. Chapter Officers: A. C. Krey, *Pres.*; R. V. Cram, *Sec.* Active 112; Junior 3.

Mississippi State College, State College, Miss. Active 2.

Mississippi State College for Women, Columbus, Miss. Active 7.

Mississippi, University of, University, Miss. Chapter Officers: A. L. Bondurant, *Pres.*; C. S. Sydnor, *Sec.* Active 16.

Mississippi Woman's College, Hattiesburg, Miss. Active 2; Junior 1.

Missouri State Teachers College (Central), Warrensburg, Mo. Active 7.

Missouri State Teachers College (Northeast), Kirksville, Mo. Active 3.

Missouri State Teachers College (Northwest), Maryville, Mo. Chapter Officers: J. W. Hake, *Pres.*; Blanche Dow, *Sec.* Active 17; Junior 1.

Missouri State Teachers College (Southeast), Cape Girardeau, Mo. Active 9; Junior 1.

Missouri State Teachers College (Southwest), Springfield, Mo. Active 4.

Missouri, University of, Columbia, Mo. Chapter Officers: H. M. Belden, *Pres.*; M. L. Faust, *Sec.* Active 111; Junior 5.

Missouri Valley College, Marshall, Mo. Active 2.

Monmouth College, Monmouth, Ill. Active 5.

Montana State College, Bozeman, Mont. Chapter Officers: O. E. Sheppard, *Pres.*; W. F. Dickson, *Sec.* Active 21.

Montana, State University of, Missoula, Mont. Chapter Officers: E. M. Little, *Pres.*; Lucia B. Mirrlees, *Sec.* Active 26; Junior 2.

Moorhead State Teachers College, Moorhead, Minn. B. D. Murray, *Pres.*; Ella A. Hawkinson, *Sec.* Active 14; Junior 2.

Moravian College and Theological Seminary, Bethlehem, Pa. Active 1.

Morehead State Teachers College, Morehead, Ky. Chapter Officers: L. A. Fair, *Pres.*; Ernestine Troemel, *Sec.* Active 20; Junior 3.

Morningside College, Sioux City, Ia. Chapter Officers: T. C. Stephens, *Pres.*; E. E. Emme, *Sec.* Active 12.

Mount Holyoke College, South Hadley, Mass. Chapter Officers: Helen E. Patch, *Pres.*; Marie Litzinger, *Sec.* Active 62; Junior 3.

Mount St. Mary's College, Emmitsburg, Md. Junior 1.

Mount Union College, Alliance, Ohio. Chapter Officers: R. B. Tower, *Pres.*; A. F. Engelbert, *Sec.* Active 19; Junior 4.

Muhlenberg College, Allentown, Pa. Chapter Officers: J. S. Jackson, *Pres.*; H. H. Reichard, *Sec.* Active 25.

Murray State Teachers College, Murray, Ky. Active 3; Junior 1.

Muskingum College, New Concord, Ohio. Chapter Officers: C. R. Layton, *Pres.*; J. J. Smith, *Sec.* Active 14; Junior 1.

Nebraska State Teachers College, Kearney, Neb. Active 12; Junior 1.

Nebraska State Teachers College, Peru, Neb. Active 13; Junior 1.

Nebraska State Teachers College, Wayne, Neb. Active 4; Junior 1.

Nebraska, University of, Lincoln, Neb. Chapter Officers: J. O. Hertzler, *Pres.*; D. A. Worcester, *Sec.* Active 123; Junior 2.

Nebraska Wesleyan University, University Place, Neb. Chapter Officers: G. B. Dolson, *Pres.*; Ethel Booth, *Sec.* Active 17.

Nevada, University of, Reno, Nev. Chapter Officers: P. A. Harwood, *Pres.*; S. A. Lough, *Sec.* Active 22.

Newark College of Engineering, Newark, N. J. Active 5; Junior 1.

New Hampshire, University of, Durham, N. H. Chapter Officers: G. F. Potter, *Pres.*; C. S. Towle, *Sec.* Active 50; Junior 3.

New Mexico College of Agriculture and Mechanic Arts, State College, N. Mex. Active 2; Junior 1.
New Mexico, University of, Albuquerque, N. Mex. Chapter Officers: V. G. Sorrell, *Pres.*; J. W. Diefendorf, *Sec.* Active 35.
New Rochelle, College of, New Rochelle, N. Y. Active 6; Junior 1.
New York State College for Teachers, Albany, N. Y. Chapter Officers: W. C. Decker, *Pres.*; E. B. South, *Sec.* Active 22.
New York University, New York, N. Y. Chapter Officers: E. B. Burgum, *Pres.*; G. B. Vetter, *Sec.* Active 134; Junior 15.
North Carolina State College of Agriculture and Engineering, Raleigh, N. C. Chapter Officers: A. F. Greaves-Walker, *Pres.*; T. B. Mitchell, *Sec.* Active 27; Junior 4.
North Carolina, University of, Chapel Hill, N. C. Chapter Officers: J. B. Bullitt, *Pres.*; R. W. Linker, *Sec.* Active 39; Junior 3.
North Carolina, The Woman's College of, Greensboro, N. C. Active 1.
North Dakota Agricultural College, Fargo, N. Dak. Chapter Officer: Delaphine G. Rosa, *Sec.* Active 11; Junior 3.
North Dakota State Teachers College, Valley City, N. Dak. Active 1.
North Dakota Teachers College, Minot, N. Dak. Active 2; Junior 2.
North Dakota, University of, Grand Forks, N. Dak. Chapter Officer: Alfred Boyd, *Pres.* Active 44; Junior 2.
Northwestern University, Evanston, Ill. Chapter Officers: A. J. Todd, *Pres.*; J. R. Hawkinson, *Sec.* Active 172; Junior 12.
Norwich University, Northfield, Vt. Active 11.
Notre Dame College, South Euclid, Ohio. Active 1.

Oberlin College, Oberlin, Ohio. Chapter Officer: R. A. Jelliffe, *Pres.* Active 36; Junior 1.
Occidental College, Los Angeles, Calif. Chapter Officers: C. F. Lindsley, *Pres.*; A. G. Coons, *Sec.* Active 10; Junior 1.
Ohio State University, Columbus, Ohio. Chapter Officers: A. E. Avey, *Pres.*; C. J. Willard, *Sec.* Active 177; Junior 8.
Ohio University, Athens, Ohio. Chapter Officers: W. S. Gamertsfelder, *Pres.*; J. H. Caskey, *Sec.* Active 30; Junior 1.
Ohio Wesleyan University, Delaware, Ohio. Chapter Officers: E. L. Rice, *Pres.*; R. C. Hunter, *Sec.* Active 15; Junior 3.
Oklahoma Agricultural and Mechanical College, Stillwater, Okla. Chapter Officers: O. C. Schultz, *Pres.*; Grace Fernandes, *Sec.* Active 76; Junior 2.
Oklahoma College for Women, Chickasha, Okla. Chapter Officers: Anna Lewis, *Pres.*; Mary R. Bell, *Sec.* Active 7.
Oklahoma State Teachers College (Northwestern), Alva, Okla. Chapter Officers: T. C. Carter, *Pres.*; Alma L. Rodgers, *Sec.* Active 12; Junior 2.
Oklahoma, University of, Norman, Okla. Chapter Officers: L. B. Hoisington, *Pres.*; Ima James, *Sec.* Active 86; Junior 3.
Oregon Normal School, Monmouth, Ore. Chapter Officers: E. F. Barrows, *Pres.*; A. C. Stanbrough, *Sec.* Active 11; Junior 1.
Oregon Normal School (Southern), Ashland, Ore. Active 2.
Oregon State Agricultural College, Corvallis, Ore. Chapter Officers: S. H. Peterson, *Pres.*; Melisse Martin, *Sec.* Active 44; Junior 1.
Oregon, University of, Eugene, Ore. Chapter Officers: S. S. Smith, *Pres.*; J. T. Ganoe, *Sec.* Active 61; Junior 5.
Otterbein College, Westerville, Ohio. Active 1.

Pacific University, Forest Grove, Ore. Active 3.
Park College, Parkville, Mo. Chapter Officers: M. H. Wilson, *Pres.*; R. V. Magers, *Sec.* Active 19.
Parsons College, Fairfield, Ia. Active 1.
Pennsylvania College for Women, Pittsburgh, Pa. Chapter Officers: E. K. Wallace, *Pres.*; Dorothy M. Andrew, *Sec.* Active 20; Junior 8.
Pennsylvania State College, State College, Pa. Chapter Officers: R. D. Anthony, *Pres.*; F. B. Krause, *Sec.* Active 112; Junior 8.
Pennsylvania, University of, Philadelphia, Pa. Chapter Officers: H. L. Crosby, *Pres.*; F. H. Saiford, *Sec.* Active 107; Junior 2.
Pennsylvania, Woman's Medical College of, Philadelphia, Pa. Active 1; Junior 1.
Phillips University, Enid, Okla. Active 1; Junior 1.
Pittsburgh, University of, Pittsburgh, Pa. Chapter Officers: M. K. McKay, *Pres.*; Richard Hope, *Sec.* Active 81; Junior 4.

¹ Institution removed from Eligible List.

Pomona College, Claremont, Calif. Chapter Officers: B. C. Ewer, *Pres.*; C. G. Jaeger, *Sec.* Active 14.

Princeton University, Princeton, N. J. Chapter Officers: J. Q. Stewart, *Pres.*; R. R. Cawley, *Sec.* Active 100; Junior 8.

Puerto Rico, University of, Mayagüez, Puerto Rico. Active 9; Junior 1.

Puget Sound, College of, Tacoma, Wash. Active 3.

Purdue University, Lafayette, Ind. Chapter Officers: T. E. Mason, *Pres.*; V. C. Freeman, *Sec.* Active 66; Junior 3.

Queens-Chicora College, Charlotte, N. C. Active 7; Junior 2.

Randolph-Macon College, Ashland, Va. Active 3.

Randolph-Macon Woman's College, Lynchburg, Va. Active 3.

Redlands, University of, Redlands, Calif. Chapter Officers: I. S. Westerberg, *Pres.*; Dorothy Page, *Sec.* Active 32; Junior 1.

Reed College, Portland, Ore. Chapter Officer: Clement Akerman, *Sec.* Active 14.

Regis College, Weston, Mass. Active 1.

Rensselaer Polytechnic Institute, Troy, N. Y. Active 5; Junior 2.

Rhode Island State College, Kingston, R. I. Chapter Officer: R. E. Brown, *Pres.* Active 8; Junior 1.

Rice Institute, Houston, Tex. Chapter Officers: H. E. Bray, *Pres.*; Edgar Altenburg, *Sec.* Active 27; Junior 2.

Richmond, University of, Richmond, Va. Active 3; Junior 1.

Ripon College, Ripon, Wis. Active 2.

Robert College, Istanbul, Turkey. Chapter Officers: E. S. Sheiry, *Pres.*; F. S. Erdman, *Sec.* Active 8.

Rochester, University of, Rochester, N. Y. Chapter Officers: N. C. Arvin, *Pres.*; William Berry, *Sec.* Active 40; Junior 2.

Rockford College, Rockford, Ill. Chapter Officers: Julia Ingersoll, *Pres.*; Editha Underhill, *Sec.* Active 18; Junior 1.

Rollins College, Winter Park, Fla. Chapter Officers: Willard Wattles, *Pres.*; Bernice Shor, *Sec.* Active 15; Junior 1.

Rosary College, River Forest, Ill. Active 2.

Rose Polytechnic Institute, Terre Haute, Ind. Chapter Officers: J. L. Bloxsome, *Pres.*; H. C. Gray, *Sec.* Active 18; Junior 1.

Russell Sage College, Troy, N. Y. Chapter Officers: Rebecca P. Flint, *Pres.*; Emma R. Southworth, *Sec.* Active 17.

Rutgers University, New Brunswick, N. J. Chapter Officers: T. C. Nelson, *Pres.*; Evelyn J. Hawkes, *Sec.* Active 76; Junior 2.

St. Benedict, College of, St. Joseph, Mo. Active 1.

St. Catherine, College of, St. Paul, Minn. Active 1.

St. Cloud State Teachers College, St. Cloud, Minn. Active 1.

St. John's College, Annapolis, Md. Chapter Officer: L. C. Hunter, *Sec.* Active 11; Junior 1.

St. John's University, Brooklyn, N. Y. Active 6; Junior 1.

St. Joseph's College, Philadelphia, Pa. Active 2.

St. Lawrence University, Canton, N. Y. Chapter Officers: A. H. MacLean, *Pres.*; Elizabeth L. Moore, *Sec.* Active 13.

St. Louis University, St. Louis, Mo. J. B. Macelwane, *Pres.*; W. C. Korfmacher, *Sec.* Active 12.

St. Mary's College, Saint Mary's College, Calif. Active 2.

St. Mary of the Woods College, St. Mary of the Woods, Ind. Active 5; Junior 1.

St. Olaf College, Northfield, Minn. Active 2.

St. Teresa, College of, Winona, Minn. Active 6; Junior 1.

Salem College, Winston-Salem, N. C. Active 1.

Sam Houston State Teachers College, Huntsville, Tex. Active 20; Junior 1.

San Diego State College, San Diego, Calif. Chapter Officer: E. A. Messner, *Sec.* Active 30; Junior 3.

Scripps College, Claremont, Calif. Active 5; Junior 1.

Seton Hall College, South Orange, N. J. Active 4; Junior 1.

Seton Hill College, Greensburg, Pa. Active 6; Junior 2.

Shorter College for Women, Rome, Ga. Active 2.

Shurtleff College, Alton, Ill. Active 6.

Simmons College, Boston, Mass. Chapter Officers: Isabella K. Coulter, *Pres.*; J. M. Hyatt, *Sec.* Active 45.

¹ Institution removed from Eligible List.

Simpson College, Indianola, Ia. Active 6.
Sioux Falls College, Sioux Falls, S. Dak. Active 1; Junior 1.
Skidmore College, Saratoga Springs, N. Y. Chapter Officer: K. C. Hyde, *Sec.* Active 27.
Smith College, Northampton, Mass. Chapter Officers: Aida A. Heine, *Pres.*; O. F. Kraushaar, *Sec.* Active 96; Junior 5.
South, University of, Sewanee, Tennessee. Active 6.
South Carolina, University of, Columbia, S. C. Chapter Officers: J. R. McKissick, *Pres.*; W. C. McCall, *Sec.* Active 22.
South Dakota Northern Normal and Industrial School, Aberdeen, S. Dak. Chapter Officers: S. R. Lipscomb, *Pres.*; Vera Lighthall, *Sec.* Active 21; Junior 1.
South Dakota State College of Agriculture and Mechanic Arts, Brookings, S. Dak. Active 8.
South Dakota State School of Mines, Rapid City, S. Dak. Active 1.
South Dakota, University of, Vermillion, S. Dak. Chapter Officer: A. L. Keith, *Pres.* Active 9.
Southern California, University of, Los Angeles, Calif. Chapter Officers: J. F. Griffiths, *Pres.*; Amy W. McClelland, *Sec.* Active 94; Junior 4.
Southern Methodist University, Dallas, Tex. Chapter Officers: R. W. Goodloe, *Pres.*; E. D. Mouzon, Jr., *Sec.* Active 36; Junior 1.
Southwestern, Memphis, Tenn. Chapter Officers: C. L. Townsend, *Pres.*; W. R. Cooper, *Sec.* Active 9.
Southwestern College, Winfield, Kans. Active 4.
Southwestern University, Georgetown, Tex. Active 3.
Spelman College, Atlanta, Ga. Active 1.
Spring Hill College, Spring Hill, Ala. Active 1.
Stanford University, Stanford University, Calif. Chapter Officers: Hardin Craig, *Pres.*; W. H. Davis, *Sec.* Active 85; Junior 3.
Stephen F. Austin State Teachers College, Nacogdoches, Tex. Active 6.
Stevens Institute of Technology, Hoboken, N. J. Active 2.
Sul Ross State Teachers College, Alpine, Tex. Active 1.
Susquehanna University, Selinsgrove, Pa. Active 4.
Swarthmore College, Swarthmore, Pa. Chapter Officers: E. L. Hunt, *Pres.*; D. G. Foster, *Sec.* Active 31; Junior 1.
Sweet Briar College, Sweet Briar, Va. Active 11.
Syracuse University, Syracuse, N. Y. Chapter Officers: H. C. Beyle, *Pres.*; L. G. Moffatt, *Sec.* Active 90; Junior 3.

Tarkio College, Tarkio, Mo. Active 2; Junior 1.
Temple University, Philadelphia, Pa. Chapter Officers: W. T. Caldwell, *Pres.*; W. M. Blaisdell, *Sec.* Active 101; Junior 3.
Tennessee State Teachers College (East), Johnson City, Tenn. Active 1.
Tennessee State Teachers College (Middle), Murfreesboro, Tenn. Active 1.
Tennessee State Teachers College (West), Memphis, Tenn. Active 3.
Tennessee, University of, Knoxville, Tenn. Chapter Officer: L. R. Hesler, *Sec.* Active 22; Junior 1.
Texas, Agricultural and Mechanical College of, College Station, Tex. Chapter Officers: C. H. Winkler, *Pres.*; S. S. Morgan, *Sec.* Active 10.
Texas Christian University, Fort Worth, Tex. Chapter Officer: R. L. Welty, *Pres.* Active 9.
Texas College of Arts and Industries, Kingsville, Tex. Active 1.
Texas State College for Women, Denton, Tex. Active 16.
Texas State Teachers College (East), Commerce, Texas. Active 1.
Texas State Teachers College (North), Denton, Tex. Active 4.
Texas State Teachers College (Southwest), San Marcos, Tex. Active 7.
Texas State Teachers College (West), Canyon, Tex. Active 3.
Texas Technological College, Lubbock, Tex. Chapter Officers: A. L. Carter, *Pres.*; C. C. Schmidt, *Sec.* Active 19.
Texas, University of, Austin, Tex. Chapter Officers: E. J. Lund, *Pres.*; H. J. Leon, *Sec.* Active 101.
Thiel College, Greenville, Pa. Chapter Officers: G. R. Bradshaw, *Pres.*; Katherine G. Blyley, *Sec.* Active 8.
Toledo, University of, Toledo, Ohio. Chapter Officers: R. N. Whitford, *Pres.*; Sarah S. Bissell, *Sec.* Active 47; Junior 10.
Toronto, University of, Toronto, Ontario. Junior 1.
Transylvania College, Lexington, Ky. Active 1.
Trinity College, Hartford, Conn. Chapter Officers: H. T. Costello, *Pres.*; S. B. Smith, *Sec.* Active 27.
Trinity University, Waxahachie, Tex. Active 5; Junior 1.

Tufts College, Medford, Mass. Chapter Officers: A. W. Leighton, *Pres.*; W. F. Wyatt, *Sec.* Active 36.

Tulane University of Louisiana, New Orleans, La. Chapter Officers: H. N. Lee, *Pres.*; H. W. Moseley, *Sec.* Active 48; Junior 1.

Tulsa, University of, Tulsa, Okla. Henry Pettit, Jr., *Pres.*; Ellen L. Goebel, *Sec.* Active 8; Junior 1.

Tusculum College, Greeneville, Tenn. Active 1.

Tuskegee Normal and Industrial Institute, Tuskegee, Ala. Active 5.

Union University, Schenectady, N. Y. Chapter Officers: W. W. Bennett, *Pres.*; L. B. Clark, *Sec.* Active 39; Junior 3.

United States Naval Academy,¹ Annapolis, Md. Active 11.

Ursinus College, Collegeville, Pa. Chapter Officers: G. R. Tyson, *Pres.*; Elizabeth B. White, *Sec.* Active 7.

Utah State Agricultural College, Logan, Utah. Active 1.

Utah, University of, Salt Lake City, Utah. Chapter Officers: R. B. Ketchum, *Pres.*; W. T. Runzler, *Sec.* Active 41.

Valparaiso University, Valparaiso, Ind. Active 4.

Vanderbilt University, Nashville, Tenn. Chapter Officers: G. R. Mayfield, *Pres.*; C. S. Shoup, *Sec.* Active 19; Junior 2.

Vassar College, Poughkeepsie, N. Y. Chapter Officers: C. W. Griffin, *Pres.*; C. G. Post, *Sec.* Active 64; Junior 2.

Vermont, University of, Burlington, Vt. Chapter Officers: B. C. Douglass, *Pres.*; E. C. Jacobs, *Sec.* Active 51; Junior 1.

Virginia Agricultural College and Polytechnic Institute, Blacksburg, Va. Chapter Officers: W. E. Garnett, *Pres.*; R. H. McNeil, *Sec.* Active 18.

Virginia, Medical College of, Richmond, Va. Chapter Officers: H. L. Osterud, *Pres.*; R. F. McCrackan, *Sec.* Active 8; Junior 1.

Virginia Military Institute, Lexington, Va. Active 5.

Virginia State Teachers College, East Radford, Va. Active 2.

Virginia State Teachers College, Farmville, Va. Chapter Officers: M. B. Coyner, *Pres.*; Helen Draper, *Sec.* Active 16.

Virginia State Teachers College, Fredericksburg, Va. Active 3.

Virginia State Teachers College, Harrisonburg, Va. Chapter Officers: G. W. Chappellear, *Pres.*; R. M. Hanson, *Sec.* Active 13.

Virginia, University of, Charlottesville, Va. Chapter Officers: A. G. A. Balz, *Pres.*; W. S. Rodman, *Sec.* Active 59; Junior 2.

Wabash College, Crawfordsville, Ind. Active 5.

Wake Forest College, Wake Forest, N. C. Active 3; Junior 1.

Washburn College, Topeka, Kans. Chapter Officers: F. G. Moore, *Pres.*; G. S. Fullbright, *Sec.* Active 18; Junior 2.

Washington College, Chestertown, Md. Active 7.

Washington and Jefferson College, Washington, Pa. Chapter Officers: C. S. Atchison, *Pres.*; O. F. H. Bert, *Sec.* Active 16; Junior 1.

Washington and Lee University, Lexington, Va. Chapter Officers: L. P. Smith, Jr., *Pres.*; G. D. Hancock, *Sec.* Active 26; Junior 1.

Washington, State College of, Pullman, Wash. Chapter Officers: B. R. McElderry, Jr., *Pres.*; H. E. Blinn, *Sec.* Active 55; Junior 12.

Washington State Normal School, Cheney, Wash. Active 3.

Washington University, St. Louis, Mo. Chapter Officers: T. F. Lentz, Jr., *Pres.*; Eugene Stephens, *Sec.* Active 91; Junior 5.

Washington, University of, Seattle, Wash. Chapter Officers: T. K. Sidey, *Pres.*; Hewitt Wilson, *Sec.* Active 87; Junior 2.

Wayne University, Detroit, Mich. Chapter Officers: J. J. Sherman, *Pres.*; H. B. Fagan, *Sec.* Active 64.

Wellesley College, Wellesley, Mass. Chapter Officers: Lawrence Smith, *Pres.*; Lucy Wilson, *Sec.* Active 30; Junior 1.

Wells College, Aurora, N. Y. Chapter Officers: T. R. Holcroft, *Pres.*; Grace Lockton, *Sec.* Active 22; Junior 1.

Wesleyan College, Macon, Ga. Chapter Officers: G. W. Gignilliat, Jr., *Pres.*; M. C. Quillian, *Sec.* Active 9.

Wesleyan University, Middletown, Conn. Chapter Officers: C. O. Fisher, *Pres.*; E. E. Schattschneider, *Sec.* Active 49.

¹ Institution removed from Eligible List.

West Virginia University, Morgantown, W. Va. Chapter Officers: L. H. Taylor, *Pres.*; Lily B. S. Deatruck, *Sec.* Active 35.

Western College, Oxford, Ohio. Active 8.

Western Reserve University, Cleveland, Ohio. Chapter Officers: A. C. Cole, *Pres.*; Frank Horvorka, *Sec.* Active 70; Junior 4.

Westminster College, New Wilmington, Pa. Chapter Officers: H. L. Black, *Pres.*; Elizabeth Stewart, *Sec.* Active 15; Junior 1.

Wheaton College, Norton, Mass. Chapter Officers: Paul F. Cressey, *Pres.*; R. W. Hidy, *Sec.* Active 25; Junior 1.

Whitman College, Walla Walla, Wash. Active 4; Junior 1.

Whittier College, Whittier, Calif. Active 4.

Whitworth College, Spokane, Wash. Active 1.

Wichita, The Municipal University of, Wichita, Kans. Chapter Officers: Hazel E. Branch, *Pres.*; C. B. Read, *Sec.* Active 24; Junior 1.

Willamette University, Salem, Ore. Active 7.

William and Mary, College of, Williamsburg, Va. Chapter Officers: T. S. Cox, *Pres.*; H. D. Corey, *Sec.* Active 30.

William Jewell College, Liberty, Mo. Chapter Officers: J. P. Fruit, *Pres.*; F. M. Derwacter, *Sec.* Active 12.

William Smith College, Geneva, N. Y. Active 1.

Williams College, Williamstown, Mass. Chapter Officers: R. A. Newhall, *Pres.*; W. H. Root, *Sec.* Active 53; Junior 6.

Wilson College, Chambersburg, Pa. Active 7.

Winthrop College, Rock Hill, S. C. Chapter Officers: W. W. Rogers, *Pres.*; Sarah E. Cragwall, *Sec.* Active 20; Junior 1.

Wisconsin State Teachers College, LaCrosse, Wis. Active 3.

Wisconsin State Teachers College, Milwaukee, Wis. Active 1.

Wisconsin, University of, Madison, Wis. Chapter Officers: Paul Knaplund, *Pres.*; Ruth Wallerstein, *Sec.* Active 141; Junior 12.

Wittenberg College, Springfield, Ohio. Active 10.

Wofford College, Spartanburg, S. C. Junior 1.

Wooster, College of, Wooster, Ohio. Chapter Officers: R. V. Bangham, *Pres.*; L. W. Coolidge, *Sec.* Active 17.

Worcester Polytechnic Institute, Worcester, Mass. Chapter Officer: R. K. Morley, *Sec.* Active 15.

Wyoming, University of, Laramie, Wyo. Chapter Officers: Laura A. White, *Pres.*; Lillian Portenier, *Sec.* Active 36; Junior 3.

Yale University, New Haven, Conn. Chapter Officers: W. R. Longley, *Pres.*; K. T. Healy, *Sec.* Active 145; Junior 9.

DEATHS REPORTED IN 1935 (92)

†Ames, H. V.	(History)	University of Pennsylvania
*Armstrong, A. C.	(Philosophy)	Wesleyan University
†Babbitt, F. C.	(Greek)	Trinity College (Conn.)
Baldwin, C. S.	(English)	Columbia University
†Barus, Carl	(Physics)	Brown University
Baskerville, Charles R.	(English)	University of Chicago
Betts, George H.	(Education, Psychology)	Northwestern University
Biddle, H. C.	(Chemistry)	Berkeley, California
Blair, Elizabeth H.	(Education)	Queens-Chicora College
Bleyer, W. G.	(Journalism)	University of Wisconsin
†Breasted, J. H.	(Oriental Languages)	University of Chicago
Brown, Buford O.	(Journalism)	Stanford University
Bruce, H. L.	(English)	University of California
Carney, Frank	(Geology)	Baylor University
Cason, Clarence E.	(Journalism)	University of Alabama
Chambers, G. G.	(Mathematics)	University of Pennsylvania
*Clarke, C. C.	(French)	Yale University
*Cobb, Collier	(Geology)	University of North Carolina
*Collitz, Hermann	(Germanic Philology)	Johns Hopkins University
Cooper, William J.	(Education)	George Washington University
*Costigan, George P., Jr.	(Law)	University of California
Crittenden, A. R.	(Latin)	University of Michigan
Darby, Thomas H.	(Law)	University of Cincinnati
Day, Jesse E.	(Chemistry)	Ohio State University
**Denney, J. V.	(English)	Ohio State University
Dinwiddie, Albert B.	(Mathematics)	Tulane University
Dixon, Roland B.	(Anthropology)	Harvard University
Dodge, R. E. N.	(English)	University of Wisconsin
Drake, Joseph H., Sr.	(Law)	University of Michigan
Elliott, W. A.	(Greek)	Allegheny College
Fanz, John I.	(Pathology)	Temple University
Fleece, C. L.	(Chemistry)	Central College
Folin, Otto	(Biological Chemistry)	Harvard University
Fowler, E. B.	(English)	University of Louisville
Foye, Wilbur G.	(Geology)	Wesleyan University
Game, Josiah B.	(Latin)	Florida State Coll. for Women
Garig, Louise	(English)	Louisiana State University
Geiger, Joseph R.	(Philosophy)	College of William and Mary
Gillespie, David C.	(Mathematics)	Cornell University
Graves, Roy E.	(Chemistry)	Morehead State Teachers Coll.
Griebsch, Max	(German)	University of Wisconsin
Groner, Orel S.	(Biology)	Bucknell University
Harper, D. Roberts, 3rd	(Physics)	Detroit, Michigan
Harrington, Harry F.	(Journalism)	Northwestern University
Harwood, Mayme B.	(Art)	Missouri State Teachers Coll.
Hill, J. E.	(Civil Engineering)	Brown University
Hintze, A. L.	(Physiology)	Goucher College
Hoben, Allan	(Sociology)	Kalamazoo College
Hodgkins, H. Grant	(Mathematics)	George Washington University

Holman, Richard M.	(Botany)	University of California
Hooper, Elmer G.	(Civil Engineering)	New York University
Horst, Kathryn	(Pharmacology)	University of Michigan
*Hoskins, J. P.	(German)	Princeton University
Hosmer, G. L.	(Civil Engineering)	Mass. Inst. of Technology
Huber, G. C.	(Medicine)	University of Michigan
*Jenkins, T. A.	(French)	University of Chicago
Kerr, James	(Romance Languages)	Converse College
Leighou, R. B.	(Industrial Science)	Carnegie Inst. of Technology
Lewis, Charles L.	(English)	Hamilton College
Loeb, Charlotte	(French)	N. Y. State Coll. for Teachers
Long, Royce R.	(Hygiene & Phys. Educ.)	Stanford University
†Magruder, W. T.	(Mechanical Engineering)	Ohio State University
†Meany, E. S.	(History)	University of Washington
Meyer, Alfred H.	(Agronomy)	Louisiana State University
*Morgan, J. L. R.	(Chemistry)	Columbia University
Noyes, Arthur H.	(History)	Ohio State University
*Nutting, H. C.	(Latin)	University of California
Pooley, W. V.	(History)	Northwestern University
Pritchard, S. R.	(Electrical Engineering)	Virginia Polytechnic Institute
Redmond, Daniel W.	(Public Speaking)	The City College
*Richardson, C. H.	(Mineralogy)	Syracuse University
Rowe, Allan W.	(Chemistry)	Boston University
Schindler, Theresa E.	(Chemistry and Botany)	Gloversville, New York
Shipman, H. R.	(History)	Princeton University
*Showerman, Grant	(Latin)	Madison, Wisconsin
Shramm, Paul H.	(Architecture)	Dover, New Hampshire
Sinclair, W. J.	(Geology)	Princeton University
Skinner, E. B.	(Mathematics)	University of Wisconsin
Smertenko, Clara M.	(Classics)	University of Oregon
Smith, Keith K.	(Physics)	Northwestern University
Smyser, W. E.	(English)	Ohio Wesleyan University
Starr, Henry E.	(Psychology)	Rutgers University
**Thilly, Frank	(Philosophy)	Cornell University
Thompson, F. L.	(History)	Amherst College
Thornton, William M.	(Engineering)	University of Virginia
Thurnau, H. C.	(Germanic Languages)	University of Kansas
Van Hook, J. M.	(Botany)	Indiana University
Von Ende, C. L.	(Chemistry)	University of Idaho
Weinzirl, J.	(Bacteriology)	University of Washington
Willard Dudley W.	(Sociology)	George Washington University
Willard, James F.	(History)	University of Colorado
Woodman, Willis P.	(Latin)	Hobart College

*Charter Member.

†Charter Member and Past Member of the Council.

**Charter Member and Past President of the Association.

RECORD OF MEMBERSHIP FOR 1935

Membership January 1, 1935.....		11,500
Deaths.....	92	
Resignations.....	415	
Memberships lapsed.....	702	1,209
	_____	_____
Reinstated.....		10,291
Elections: Active.....	1,676	384
Junior.....	362	2,038
	_____	_____
Total January 1, 1936.....		12,713
Members in 485 Institutions:		
Active.....	10,871	
Junior.....	683	11,554
	_____	_____
Other Active Members.....		484
Other Junior Members.....		431
Associate Members.....		165
Honorary Members.....		79
	_____	_____
Total January 1, 1936.....		12,713

Besides Active and Junior members connected with colleges and universities this statement includes: 1. Other Active Members: those connected with the research foundations or engaged in occupations closely related to teaching or investigation, those whose teaching or research is temporarily interrupted or who are at institutions not on the accredited list, also any whose addresses are unknown; 2. Other Junior Members; 3. Associate Members: members who, ceasing to be eligible for Active or Junior membership because work has become "wholly or mainly administrative," are transferred with the approval of the Council to Associate membership; 4. Honorary Members: this group is closed by an amendment of the Constitution establishing an Emeritus class. Emeritus members are included under their institutions (or in the group of Other Active Members).

COMMITTEES FOR 1936

EXECUTIVE COMMITTEE OF THE COUNCIL

Chairman, A. J. Carlson (Physiol.), Chicago

Joseph Allen (Math.), City (New York); John W. Bradshaw (Math.), Michigan; W. T. Laprade (Hist.), Duke; Florence P. Lewis (Math.), Goucher; W. A. Oldfather (Classics), Illinois; F. Payne (Zool.), Indiana.

COMMITTEE TO NOMINATE OFFICERS

(to be appointed)

STANDING COMMITTEES

COMMITTEE A

Academic Freedom and Tenure

Chairman, Carl Wittke (Hist.), Ohio State

Eastern: Ralph E. Himstead (Law), Syracuse; J. P. Lichtenberger (Sociol.), Pennsylvania; A. O. Lovejoy (Philos.), Johns Hopkins; Holland Thompson (Hist.), City College.

Central: W. C. Curtis (Zool.), Missouri; F. S. Deibler (Econ.), Northwestern; Quincy Wright (Pol. Sci.), Chicago.

Southern: A. P. Brogan (Philos.), Texas; W. D. Hooper (Latin), Georgia; S. A. Mitchell (Astron.), Virginia; D. Y. Thomas (Hist.), Arkansas.

Western: A. M. Kidd (Law), California; F. M. Padelford (Eng.), Washington (Seattle); R. C. Tolman (Chem.), Calif. Inst. Tech.

COMMITTEE C

International Relations

Chairman, S. P. Duggan (Inst. Inter. Educ.), New York

R. L. Buell¹ (Foreign Policy Assoc.), New York; L. P. Chambers (Philos.), Washington (St. Louis); P. H. Douglas (Commerce), Chicago; Ross A. McFarland (Psych.), Columbia; A. W. MacMahon (Govt.), Columbia; Eliot G. Mears (Inter. Trade), Stanford; Edwin Mims (Eng.), Vanderbilt; J. Fred Rippy (Hist.), Duke; L. S. Rowe (Pan-American Union), Washington, D. C.; Quincy Wright (Pol. Sci.), Chicago.

¹ Not a Member of Association.

COMMITTEE D

Relation of Vocational to General Higher Education

Chairman, Lucile Eaves (Sociol.), Simmons

J. M. Brewer (Educ.), Harvard; A. M. Cathcart (Law), Stanford; David L. Edsall (Med.), Harvard; H. S. Fry (Chem.), Cincinnati; A. B. Hart (Govt.), Harvard; H. H. Higbie (Mech. Engin.), Michigan; W. F. Magie (Phys.), Princeton; W. B. Pillsbury (Psych.), Michigan.

COMMITTEE E

Organization and Conduct of Local Chapters

Chairman, G. H. Ryden (Hist.), Delaware

E. S. Allen (Math.), Iowa State; Joseph Allen (Math.), City College; W. F. Dickson (Anim. Husban.), Montana State; Homer L. Dodge (Phys.) Oklahoma; C. L. Grose (Hist.), Northwestern; J. S. Guy (Chem.), Emory; E. R. Hedrick (Math.), California (L. A.); Ralph H. Lutz (Hist.), Stanford; Otto Manthey-Zorn (Rom. Lang.), Amherst; H. W. Moseley (Chem.), Tulane; George Rebec (Philos.), Oregon; G. F. Reynolds (Eng.), Colorado; F. J. Tschan (Hist.), Pennsylvania State; Harvey Walker (Pol. Sci.), Ohio State; D. A. Worcester (Psych.), Nebraska.

The assignment of committee responsibility is as follows:

District 1, Otto Manthey-Zorn (Amherst College): the New England states with the adjacent Nova Scotia and New Brunswick—1232 Active members, 29 chapters.

District 2, Joseph Allen (City College): New York, Quebec, and Ontario—1307 Active members, 26 chapters.

District 3, F. J. Tschan (Pennsylvania State College): New Jersey and Pennsylvania—1111 Active members, 27 chapters.

District 4, G. H. Ryden (University of Delaware): Delaware, Maryland, District of Columbia, Virginia, and West Virginia—711 Active members, 26 chapters.

District 5, J. S. Guy (Emory University): North Carolina, South Carolina, Georgia, Florida, and Puerto Rico—547 Active members, 20 chapters.

District 6, Harvey Walker (Ohio State University): Ohio—817 Active members, 25 chapters.

District 7, C. L. Grose (Northwestern University): Indiana, Illinois, Michigan, and Wisconsin—1444 Active members, 29 chapters.

District 8, H. W. Moseley (Tulane University): Kentucky, Tennessee, Alabama, Mississippi, and Louisiana—500 Active members, 15 chapters.

District 9, E. S. Allen (Iowa State College): Minnesota, Iowa, Missouri, and Manitoba—822 Active members, 25 chapters.

District 10, D. A. Worcester (University of Nebraska): North Dakota, South Dakota, Nebraska, and Kansas—467 Active members, 17 chapters.

District 11, H. L. Dodge (University of Oklahoma): Arkansas, Oklahoma, and Texas—566 Active members, 18 chapters.

District 12, W. F. Dickson (Montana State College): Montana, Idaho, Eastern Washington, Saskatchewan, and Alberta—124 Active members, 4 chapters.

District 13, G. F. Reynolds (University of Colorado): Wyoming, Colorado, Utah, New Mexico—239 Active members, 9 chapters.

District 14, George Rebec (University of Oregon): Western Washington, Oregon, and British Columbia—265 Active members, 6 chapters.

District 15, Ralph H. Lutz (Stanford): Nevada, Northern California, and Hawaii—300 Active members, 6 chapters.

District 16, E. R. Hedrick (University of California at Los Angeles): Arizona and Southern California—408 Active members, 8 chapters.

COMMITTEE F

Admission of Members

Chairman, Ella Lonn (Hist.), Goucher

H. L. Crosby (Greek), Pennsylvania; B. W. Kunkel (Biol.), Lafayette; A. Richards (Zool.), Oklahoma; W. O. Sypherd (Eng.), Delaware; F. J. Tschan (Hist.), Pennsylvania State.

COMMITTEE I

University Ethics

Chairman, G. W. Stewart (Phys.), Iowa

Henry Crew (Phys.), Northwestern; G. W. Cunningham (Philos.), Cornell; John Dewey (Philos.), Columbia; W. B. Munro (Hist. and Govt.), Calif. Inst. Tech.; E. A. Ross (Sociol.), Wisconsin; E. R. A. Seligman (Pol. Sci.), Columbia; J. H. Tufts (Philos.), Chicago; U. G. Weatherly (Econ.), Indiana.

COMMITTEE L

Cooperation with Latin-American Universities

Chairman, L. S. Rowe (Pan-American Union), Washington, D. C.

Frank Callcott (Rom. Lang.), Columbia; S. P. Capen¹ (Chancellor), Buffalo; I. J. Cox (Hist.), Northwestern; S. P. Duggan (Inst. Inter. Educ.), New York; Edith Fahnstock (Ital., Span.), Vassar; John D. Fitz-Gerald (Span.), Arizona; J. D. M. Ford (Rom. Lang.), Harvard; C. W. Hackett¹ (Hist.), Texas; Clarence H. Haring (Latin-American Hist.), Harvard; H. G. James (President), Ohio; I. L. Kandel (Educ.), Columbia; F. B. Luquien (Span.), Yale; J. Fred Rippy (Hist.), Duke; E. A. Ross (Sociol.), Wisconsin; G. H. Stuart¹ (Pol. Sci.), Stanford; Arturo Torres-Rioseco (Span.), California; Mary W. Williams (Hist.), Goucher.

COMMITTEE P

Pensions and Insurance

Chairman, E. W. Patterson (Law), Columbia

W. W. Cook (Law), Northwestern; S. S. Huebner (Finance), Pennsylvania; Roswell F. Magill (Law), Columbia; H. L. Rietz (Math.), Iowa.

¹ Not a Member of Association

COMMITTEE R

Encouragement of University Research

Chairman, A. O. Leuschner (Astron.), California

E. C. Armstrong (Rom. Lang.), Princeton; Eliot Blackwelder (Geol.), Stanford; A. C. L. Brown (Eng.), Northwestern; R. G. Kent (Comp. Philol.), Pennsylvania; J. L. Lowes (Eng.), Harvard; L. C. Marshall (Pol. Econ.), Washington, D. C.; W. A. Nitze (Rom. Lang.), Chicago; W. A. Oldfather (Classics), Illinois; Joel Stebbins (Astron.), Wisconsin; C. C. Torrey (Semitic Lang.), Yale.

COMMITTEE S

Library Service

Chairman (Awaiting Appointment)

Jesse E. Adams (Educ.), Kentucky; Charlotte D'Evelyn (Eng.), Mt. Holyoke; H. G. Doyle (Rom. Lang.), George Washington; Donald B. Durham (Classics), Hamilton; T. R. Garth (Psych.), Denver; D. C. Jackson (Elec. Engin.), Mass. Inst. Tech.; R. J. Kerner (Hist.), California; O. W. Long (German), Williams; D. A. Robertson (President), Goucher; W. O. Sypherd (Eng.), Delaware; H. A. Wooster (Pol. Sci.), Oberlin.

COMMITTEE Z

The Economic Condition of the Profession

Chairman, J. W. Martin (Econ.), Kentucky

C. C. Arbuthnot (Econ.), Western Reserve; Viva B. Boothe (Bus. Research), Ohio State; Seba Eldridge (Sociol.), Kansas; R. M. Haig (Bus. Admin.), Columbia; John Ise (Econ.), Kansas; E. W. Kemmerer (Econ.), Princeton; Broadus Mitchell (Pol. Econ.), Johns Hopkins; W. D. Nicholls (Farm Econ.), Kentucky; Jessica B. Peixotto (Econ.), California; C. C. Plehn (Econ.), California; W. T. Semple (Classics), Cincinnati; L. B. Shippee (Hist.), Minnesota; W. S. Taylor (Psych.), Smith; R. H. True (Botany), Pennsylvania.

SPECIAL COMMITTEES

COMMITTEE B

Freedom of Speech

Chairman, A. J. Carlson (Physiol.), Chicago

Zechariah Chafee, Jr. (Law), Harvard; A. O. Lovejoy (Philos.), Johns Hopkins.

COMMITTEE G

Author-Publisher Contracts

Awaiting Appointment

COMMITTEE J

Relation of Junior Colleges to Higher Education

Chairman, A. C. Krey (Hist.), Minnesota

H. G. Doyle (Rom. Lang.), George Washington; W. C. Eells (Educ.), Stanford; L. V. Koos (Educ.), Chicago.

COMMITTEE O

Committee on Organization and Policy

Awaiting Appointment

COMMITTEE Q

Required Courses in Education

Chairman (Awaiting Appointment)

Dinsmore Alter (Astron.), Kansas; Alfonso De Salvio (Rom. Lang.), Brown; Raymond G. Gettell (Pol. Sci.), California; Marten ten Hoor (Philos.), Tulane; Louise Pound (Eng.), Nebraska; Richard H. Shryock (Hist.), Duke.

COMMITTEE T

Place and Function of Faculties in University and College Government

Chairman, G. H. Sabine (Philos.), Cornell

A. J. Carlson (Physiol.), Chicago; H. S. Conard (Bot.), Grinnell; Florence D. White (French), Vassar; J. W. Woodard (Sociol.) Temple.

COMMITTEE U

College and University Teaching

Chairman, W. B. Munro (Hist. and Govt.), Calif. Inst. Tech.

F. K. Richtmyer (Phys.), Cornell, *Vice-Chairman*; Fernandus Payne (Zool.), Indiana, *Secretary*; George Boas (Philos.), Johns Hopkins; A. L. Bondurant (Classics), Mississippi; Alzada Comstock (Econ.), Mt. Holyoke; Hardin Craig (Eng.), Stanford; C. H. Judd (Educ.), Chicago; Homer L. Dodge (Phys.), Oklahoma, *Field Director*.

Advisory Members

J. R. Angell (President), Yale; S. P. Capen¹ (Chancellor), Buffalo; L. D. Coffman¹ (President), Minnesota; Kathryn McHale (Association of University Women), Washington, D. C.; Paul Monroe (Educ.), Columbia; H. W. Tyler (Math.), Washington Office; W. E. Wickenden¹ (President), Case; E. H. Wilkins (President), Oberlin.

COMMITTEE V

Effect of Depression and Recovery on Higher Education

Chairman, F. K. Richtmyer (Phys.), Cornell

Otis W. Caldwell (Bot.), Columbia; A. J. Harno (Law), Illinois; S. H. Slichter (Econ.), Harvard; M. M. Willey (Sociol.), Minnesota, *Director of Studies*.

Association Representatives

American Council on Education: R. E. Himstead (Law), Syracuse; W. W. Cook (Law), Northwestern; H. W. Tyler (Math.), Washington Office.

American Association for the Advancement of Science: Henry Crew (Phys.), Northwestern; S. A. Mitchell (Astron.), Virginia.

National Research Council: F. K. Richtmyer (Phys.), Cornell.

National Parks Association: H. W. Tyler (Math.), Washington Office.

¹ Not a Member of Association.

MEMBERSHIP

ACTIVE MEMBERS ELECTED

The Committee on Admissions announces the election of four hundred and four Active and one hundred and fifteen Junior members as follows:

University of Akron, James S. Beddie, Marjorie Mitchell, Clifford Stickney; Alfred University, Major E. Holmes; American University, Ernst H. Correll; American University of Beirut, Everett E. Lund; Arkansas State Teachers College, Maude Carmichael, Frank H. Harrin, Ada J. Harvey, Edith A. Langley, Hubert L. Minton, Marie Schichtl; Ashland College, Edwin E. Jacobs; Bard College, Edward C. Fuller; Baylor University, Lowell N. Douglas; Blue Mountain College, Elizabeth Hutchins, Lucy Hutchins, Richard Trott; Boston University, Roy O. Billett, John M. Harmon, Alice T. Marston, Elise Nelsen, Lucille Washburn; Bowling Green State University, James W. Carmichael, Charles F. Church, Jr., Grace Durrin, Anna N. Gryting, Emilie Hartman, Harriet Hayward, Helen W. Henderson, Laura E. Heston, Clare S. Martin, Caroline Nielson, Nellie A. Ogle, Joseph E. Shafer, Carolyn Shaw, Warren E. Steller, C. Glenn Swanson, Grace D. Wills; Brigham Young University, Asael C. Lambert; Brooklyn College, Theresa C. Gunther; Brothers College, Lawrence G. Woolley; University of Buffalo, Katherine D. Lynch; Capital University, William F. Bernlohr, Paul G. Bez, Edward C. Fendt, John O. Lang; College of Charleston, Norman A. Chamberlain, Jr., Robert H. Coleman, W. Hoyt Cook, Horatio Hughes, Earle DeW. Jennings; University of Chicago, William C. Bower, Garfield V. Cox, Wilbur G. Katz, Arthur W. Kornhauser; University of Cincinnati, Charles A. Brigham, James A. Quinn; The City College (New York), Bernhard Ostrolenk; Colorado School of Mines, Raymond Dickinson, Ivan L. Hebel, George D. Hilding; Colorado State College, Sidney C. Tobey; University of Colorado, Allen S. McMaster; Columbia University, Donald P. Cottrell, Leslie C. Dunn, Frank L. Eidmann, Henry E. Garrett, Harriet D. MacPherson, Gardner Murphy; Cornell University, John F. Randolph, Blanchard L. Rideout; Creighton University, Charles J. Courtney, Gregor Pirsch; Culver-Stockton College, John W. Heaton, Maurine Mays; Dakota Wesleyan University, Bernice Brady, Russell Danburg, Ramon Douse, Jennie B. Fleming; University of Delaware, Arthur R. Dunlap, Marjorie Eastabrooks; Delta State Teachers College, Albert L. Young; De Paul University, Helen Ganey, Margaret Ring; Drake University, Herbert W. Bohlman, Mildred Jessup, Herbert R. Mundhenke, Richard F. Payne, Fae Shawhan, Floy Woodyard; Duke University, Harold S. Perry; Duquesne University, William Bennett, Maria G. Corriols, Clarence C. Kochenderfer, Joseph V. McCullough, John H. Savulak; Emory University, Lee W. Blitch, Joseph Cedeyco, J. Frank Jarrell, Richard Sanders, Garland G. Smith; Florida State College for Women, Rhey B. Parsons; University of Florida, C. A. Robertson, Edward F. Smith, John W. Wilson; Fordham University, Elizabeth G. Salmon, Dominic J. Spagnoli, James E. Tobin; Fort Hays Kansas State College, Arthur W. Barton, Maude I. Gorham; Franklin and Marshall College, Harold Fischer, Philip W. Harry, Edward L. Lancaster; Fresno State College, Guy B. Colburn, John W. Groves, Leo F. Hadsall, Emma T. Hemlepp, Hilda O. Hendrickson, Wilbur B. Mikesell, Frank R. Morris, Kenneth Potter, Emory Ratcliffe, Francis F. Smith, Earl H. Wight; George Peabody College for Teachers, Hollis L. Caswell; Hamline University, Kent H. Bracewell, Gustaf A. Lundquist, Raymond Rogers; Heidelberg College, Harry R. Behrens, Jacob Horak, Joseph W. L. Jones; Henderson State Teachers College, Charles A. Evans, Flora M. Gillentine, Philip G. Horton, Hugh H. Hyman, Walter S. McNutt, Karl M. Scott; Hobart College, Henry Haw-

ley, Frederick Lehnert, Alan T. Wager; **Illinois State Normal University**, Edward L. Cole, Clifford W. Moore; **Illinois State Normal University (Southern)**, Edith S. Krappe, John R. Mayor, Charles Neely, Lula D. Roach, Charles Tenney, Charlotte Zimmerschied; **University of Illinois**, Coleman R. Griffith, Ernest T. Hiller; **Indiana State Teachers College**, Kate Browning, Florence M. Curtis, Fred Donaghy, Robert W. Masters, Earl E. Ramsey, Louis J. Rettger, Arthur Strum, John C. Tranbarger, Helen Wood; **Indiana University**, Samuel Yellen; **Iowa State College**, Ralph R. Rothacker; **Iowa State Teachers College**, Ralph R. Fahrney, Ida C. Rohlf, Nathaniel O. Schneider; **State University of Iowa**, Albert N. Stunz; **Kansas State Teachers College of Emporia**, Claude E. Arnett; **Kansas State Teachers College**, Ernest M. Anderson, Ernest Bennett, David M. Bowen, Forrest K. Bryan, Mary E. Cochran, J. Gordon Eaker, Ralph A. Fritz, Harry H. Hall, Otto A. Hankammer, Josephine A. Marshall, James Massey, William E. Matter, William H. Matthews, Edgar Mendenhall, Paul G. Murphy, C. B. Pyle, Ronald G. Smith, Claude W. Street, Joseph A. Trent, Charles R. Wasser, Andrew H. Whitesitt; **Kent State University**, Maurice Baum, Maurice B. Palmer; **Kenyon College**, Jay W. Blum, Paul H. Larwill, Stuart R. McGowan; **Lafayette College**, Robert G. Crosen; **Lawrence College**, Herbert L. Davis, David M. Delo, Donald M. DuShane, Lawrence W. Towle, Willis M. Van Horn; **Lincoln University (Missouri)**, Thelma E. Hawkins, Thomas Miles, Edwin Sheen; **Louisiana State Normal College**, Alvin Good; **University of Louisville**, Peter K. Knoefel; **Macalester College**, L. Clark Keating; **University of Maryland**, Russell B. Allen, George O. S. Darby, H. B. Hoshall, Theodore B. Manny, Arthur Silver, B. O. Tillett; **Mercer University**, Henry H. Rogers; **University of Michigan**, Everett S. Brown, Robert R. Horner; **University of Minnesota**, Josephine E. Tilden; **Missouri State Teachers College (Northwest)**, Minnie B. James; **Missouri State Teachers College (Southeast)**, William J. Hamilton, Clara L. Hoffman, Forrest H. Rose, Louis H. Strunk; **Monmouth College**, Hugh R. Beveridge, Donald B. McMullen, Richard Petrie, Samuel M. Thompson; **Morehead State Teachers College**, Katherine Carr, Naomi Claypool, Ella O. Wilkes; **Morningside College**, George E. Hill; **Mount Holyoke College**, Lillian Kuester; **Mount Union College**, Harry Geltz, Robert D. Wright; **Nebraska State Teachers College (Peru)**, Barney K. Baker, Ida M. Brackney, Phyllis Davidson, Blanche A. Gard, Emilie P. Kirk; **Nebraska State Teachers College (Wayne)**, Albert G. Carlson, Isabel B. Rust; **University of Nebraska**, Oskar E. Edison, Herbert A. Yenne; **Nebraska Wesleyan University**, Oscar Bennett, Clara Brandt, Mamie E. Corns, Ethel W. Hatch, Enid Miller; **University of Nevada**, Vincent P. Gianella; **University of New Mexico**, Marion Dargan, Philip H. DuBois, Robert E. Holzer, Walter B. McFarland, Jesse T. Reid, Dudley Wynn; **College of New Rochelle**, Henri M. Barzun, William A. S. Dollard, John J. O'Hare; **New York State College for Teachers**, Thomas G. Bergin, Mary E. Cobb, Edith O. Wallace; **New York University**, Claire B. Adler, Alexander Baltzly, Louis Baron, André A. Beaumont, Jr., William Charvat, Thomas C. Cochran, Hollis Cooley, Wesley F. Craven, W. Redmond Curtis, Robert B. Dow, Beatrice Edison, Oscar J. Falnes, Fay Farnum, Wallace K. Ferguson, Newman L. Hoppingarner, Frederick W. John, Morris Kline, Frank H. McCloskey, William M. Maiden, Leo J. Meyer, John Musser, Robert Putnam, Harold W. Schaughency, Arthur Tilley, Howard E. Wahler; **Northwestern University**, John F. Baird, Blanche Carrier; **Norwich University**, Charles N. Barber, Kemp R. B. Flint, Winston A. Flint, John V. Ford, Robert D. Guinn, Arthur W. Peach, Rubert H. Whitcomb; **Ohio State University**, N. Paul Hudson, Clifford L. James; **Ohio University**, Edwin T. Hellebrandt, George W. Starcher; **Ohio Wesleyan University**, Carolyn Tarbell; **Oklahoma State Teachers College (Northwestern)**, David W. Pierce, O. W. Rush, Augustus G. Vinson; **Uni-**

versity of Oklahoma, W. P. N. Canavan, E. Nicholas Comfort, T. M. MacDonald; Oregon State Agricultural College, Herbert R. Laslett; University of Oregon, Lance W. Hart, Edmund P. Kremer, Ellis F. Lawrence, Otilie T. Seybolt, Edward S. West; Park College, Charles L. Griffith, Laurel R. Setty; Pennsylvania College for Women, Hazel C. Shupp; University of Pittsburgh, J. Stanley Gray; Pomona College, Otis H. Lee; College of Puget Sound, Raymond S. Seward; University of Redlands, Benjamin S. Harrison, Ruth E. Sargent; Reed College, Henry S. King; University of Rochester, L. Alfreda Hill; Rockford College, Irene Clayton, A. Frances Johnson, Dorothea Lensch, Dorothy Richardson; Russell Sage College, Virginia Hunter; Rutgers University, Eva Oncken, William Oncken, Milton W. Taylor; St. John's University, Lloyd R. Manning; St. Louis University, Walter E. von Kalinowski, Russell J. Schwellenbach; Skidmore College, Mason N. Crook; South Dakota State College of Agriculture and Mechanic Arts, John P. Johansen, John F. Wyckoff; University of South Dakota, Lee E. Deets, Arthur J. M. Smith; University of Southern California, Arthur C. Weatherhead; Southwestern College, Charles E. Burt; Stanford University, Harold C. Hand; Swarthmore College, Heinrich W. Brinkmann; Temple University, Theresa D. Nelson, Homer S. Smith; Texas State College for Women, Clara Tucker; Texas State Teachers College (North), Joseph L. Kingsbury; Texas State Teachers College (Southwest), Claude Elliott, C. S. Smith; University of Texas, Edward W. Bailey, H. Albert Handrick, Anna Hiss, Clara M. Parker, Joseph M. Roth; University of Toledo, Nelson W. Hovey, Josef L. Kunz, George L. Leffler, Harold G. Oddy; Tufts College, Elliott T. Adams, Herbert Barry, Jr.; Tulane University, George T. Kalif, Dorothy W. Seago, Mack B. Swearingen; University of Tulsa, Marry Allen, Ellen L. Goebel, William E. Morris, Jr., Lloyd W. Rowland; Tuskegee Normal and Industrial Institute, Joseph Fuller, Morteza Sprague, Arthur L. Turner, John T. Williamson; Utah State Agricultural College, Willard Gardner; University of Utah, Frederic W. Ganzert, Lester A. Hubbard, John R. Lewis; Medical College of Virginia, Frederick B. Mandeville; State College of Washington, Harry F. Clements, Carl F. Floe, Jesse R. Hurley, Guy E. Ingorsoll; Wells College, Richard W. Armour, Winifred K. Stearns; Western College, Lille Howe; Westminster College (Pennsylvania), Pearl Hoagland; Wheaton College (Massachusetts), Mathilde Lange, Henry F. Waring; Municipal University of Wichita, Albert E. Croft, Marie Griffith, Geraldine Hammond, Frank R. Hickerson, Eldor Marten, Fred C. Sauer, George D. Wilner; Winthrop College, Stella Bradfield, Alma Long, Dennis Martin, Julia H. Post, Isabel Potter, Mary Schuchart, Alice Tingley; Wisconsin State Teachers College (LaCrosse), Raymond H. Barnard; University of Wisconsin, George A. Kopp, Miles J. Martin, Ruth I. Walker, Edwin E. Witte; University of Wyoming, Helen Hylton, Cora Miller, Clarence Morris.

TRANSFERS FROM JUNIOR TO ACTIVE MEMBERSHIP

University of Arkansas, Carroll F. Shukers; Dartmouth College, Herbert R. Sensenig; DePauw University, Lucile Calvert, Hiram M. Stout, J. L. Riebsomer; Hamline University, John M. Kuypers; Lake Erie College, Rex M. Johnson; Massachusetts State College, Herbert E. Warfel; Murray State Teachers College, Franklin P. Inglis; Rose Polytechnic Institute, Paul G. Hoel, Theodore A. Hunter; Texas State Teachers College (West), W. D. Mateer; Wayne University, Hans Boening; Wheaton College (Massachusetts), R. W. Hidy; Whitman College, Philip H. Pope; College of Wooster, Clayton S. Ellsworth.

JUNIOR MEMBERS ELECTED

University of Akron, Don Keister; Baylor University, Samuel DeC. Atkins, Mrs. Davis R. Gurley, John A. Yarbrough; Boston University, Lorentz I. Hansen, Louis W. Norris, Osborne B. Tabor; Brooklyn College, Charles N. Winslow; Bucknell University (Wilkes-Barre), Elwood Disque; University of Buffalo, Ruth E. Eckert, George B. Smith; University of Cincinnati, Bruce S. Farquhar; University of Colorado, T. H. James, Herbert A. Potratz; Columbia University, Clarence J. Gray; Connecticut College, Wilson M. Powell; Connecticut State College, Paul R. David; Culver-Stockton College, George E. Brown; Dakota Wesleyan University, Elsa Hertel, Leo Hertel, Joseph B. Holloway; University of Delaware, Jane L. Gardner, Elmer W. Greve, Edward M. Schoenborn, Jr., Lawrence Willson; Drake University, Fay Kirtland, Helen Larson; Duke University, Walter H. Delaphane; Emory University, Charles E. Brown, Winton E. Gambrell, Joseph B. Harrington; University of Florida, Jesse W. Mason, Lewis H. Rogers, Kenneth G. Skaggs, Robert A. Thompson; Henderson State Teachers College, Harry V. Matthew; Illinois State Normal University, Paul Royalty; Iowa State College, Joseph Foladare, Walter W. Wilcox; Iowa State Teachers College, James C. Dockeray; State University of Iowa, Merle Ford; Lafayette College, Jeremy Bagster-Collins, Richard P. Bailey, Jacob F. Foster; Lawrence College, Henry Meyer, Ruth Pier, Nathan Pusey; Lincoln University (Missouri), Thomas A. Lemon, Walter R. Talbot; Louisiana State University, Florrinell Francis, Thomas A. Kirby; University of Maryland, Charles D. Murphy; Mercer University, Anthony C. Westerhof; University of Michigan, H. Harlan Bloomer, William P. Halstead; University of Minnesota, Mary J. Satorius; Mount Union College, John R. Cooper, Richard C. Hildner, Carl D. Soule, Carl L. Stooksberry; Murray State Teachers College, Earle Connette; Nebraska State Teachers College (Kearney), Durfee Larson; Nebraska State Teachers College (Wayne), Constance Barker; College of New Rochelle, Mary Rogick; New York University, Sidney Roth; University of North Carolina, Werner P. Friederich; Northern Normal and Industrial School, Jefferson R. McAnelly; Ohio State University, Donald G. Bishop; Ohio Wesleyan University, Richard M. Kain, Rexford Keller, Leland Schubert; University of Oregon, Calvin S. Hall, Charles M. Hulten, William T. Starr; Pennsylvania College for Women, Dorothy M. Andrew, Amelia M. Cangi, Margaret Doutt, W. Warren Mutch, Alma M. Provini, Dorothy A. Shields, Ethel Tilley, Howard E. Yarnall; San Diego State College, Raymond C. Perry; Stanford University, Kendall B. Corbin, Donald S. Piston, Clifford F. Weigle; Syracuse University, Ruth Camp, Elsie E. Halstrom; Tarkio College, Grace Jameson; University of Toledo, Robert J. Barr, George A. Gullette, Leonard J. Luker; Medical College of Virginia, John E. Davis; State College of Washington, Charles Campbell, Jack Downie, Paul Fendrick, Margaret A. Linnan, Earl H. Pritchard, S. Town Stephenson, Edward Ullman; Municipal University of Wichita, Ivyl C. Barker; Winthrop College, Rufie L. Williams; University of Wisconsin, Charles Bunn; University of Wyoming, Richard Ehrich, Deane F. Smith; Yale University, Charlotte M. Burnham; Not in University Connection, James E. Connor (M.A., Missouri), Joliet, Ill.; Luella Hall (Ph.D., Stanford), Salinas, Calif.; Peveril Meigs, III (Ph.D., California), Chico, Calif.; Doyle F. Osborne (Ph.D., Ohio State), Pampa, Tex.; Peter Presta (Ph.D., Illinois), Joliet, Ill.; William R. Ridington (Ph.D., Pennsylvania), Williamsport, Pa.; Carl Scharf (Ph.D., Johns Hopkins), Washington, D. C.; Franklin C. Smith (Ph.D., Michigan), Joliet, Ill.; Rose Anne Wokurka (M.A., Minnesota), Joliet, Ill.

NOMINATIONS FOR MEMBERSHIP

The following one hundred and forty-one nominations for Active membership and sixty-two nominations for Junior membership are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the General Secretary, 744 Jackson Place, Washington, D. C., or to the Chairman of the Committee on Admissions¹ and will be considered by the Committee if received before February 25, 1936.

The Committee on Admissions consists of Ella Lonn, Goucher, Chairman; H. L. Crosby, Pennsylvania; B. W. Kunkel, Lafayette; A. Richards, Oklahoma; W. O. Sypherd, Delaware; F. J. Tschan, Pennsylvania State.

Wilford M. Aikin (Educational Research), Ohio State
Gordon Alexander (Biology), Colorado
Amos C. Anderson (Psychology), Ohio
Wilbur J. Bender (History), Harvard
Henry E. Bent (Chemistry), Harvard
Elsie I. Bergland (Physical Education), Illinois State Normal
C. Wesley Bird (French), Fresno State
Maria P. Bizzoni (Italian), Wellesley
Edward Bock (English), California (Los Angeles)
Emma L. Bowyer (English), Illinois State Normal (Southern)
Jacob J. Blair (Industry), Pittsburgh
Mary K. Brokaw (Classics), Ohio
Geoffrey Bruun (European History), New York
Sumner O. Burhoe (Zoology), Maryland
Irvin Bussing (Economics), Wesleyan (Connecticut)
Doak S. Campbell (Education), George Peabody
Edwin Casady (English), Wheaton
Stanley Chamberlin (Finance), Temple
William S. Clark, 2nd (English), Cincinnati
Elizabeth V. Colburn (Art), Vermont
John J. Creamer (English), Wisconsin
Kenneth Crooks (Biology), Hampton
George L. Cross (Botany), Oklahoma
Collis H. Davis (Chemistry), Hampton
Frank Davis (Psychology), California (Los Angeles)
Eleazer J. Cole (Botany), Vermont
June R. Donnelly (Library Science), Simmons
Patrick J. Downing (Philosophy), Fordham
Edwin H. Eby (American Literature), Washington (Seattle)
Paul Eggertsen (Economics), Temple
Leonard M. Ekland (Finance), Detroit
Margery Ellis (French), Illinois State Normal
Carl Epling (Botany), California (Los Angeles)
Garland O. Ethel (English Literature), Washington (Seattle)
Minna Falk (History), New York

¹ Nominations should in all cases be presented through the Washington Office, 744 Jackson Place, Washington, D. C.

Guido Ferrando (Italian), Vassar
John D. Fitz-Gerald (Spanish), Arizona
Daniel D. Gage, Jr. (Business Administration), Oregon
Funston F. Gaither (Education), Oklahoma
Levi L. Garber (English), Ashland
Hubert Garrett (Social Science), Missouri State Teachers (Northwest)
Alberta Gibbons (Mathematics), Illinois State Normal (Southern)
Howard Gilhousen (Psychology), California (Los Angeles)
Richard A. Girard (Economics), New York
William P. Godfrey (English), Detroit
Robert A. Gordon (Economics), Harvard
Palmer H. Graham (Mathematics), New York
Charles P. Green (Speech), Oklahoma
George W. Greene (Manual Arts, History), Idaho State Normal (Lewiston)
Harold D. Griffin (Psychology, Education), Nebraska State Teachers (Wayne)
Edna M. Gueffroy (Geography), Illinois State Normal
Ray L. Hamon (School Administration), George Peabody
E. S. Craighill Handy (Ethnology), Yale
Paul R. Hanna (Education), Stanford
William L. Hart (Mathematics), Minnesota
Dale A. Hartman (Government), New York
George G. Harvey (Physics), Massachusetts Institute of Technology
May S. Hawkins (History), Illinois State Normal (Southern)
Harry Henig (Economics), Cincinnati
John A. Hess (German), Ohio
William W. Hewett (Economics), Cincinnati
Clyde Hissong (Education), Bowling Green State
Charles Hodge, 4th (Biology), Temple
Ross J. S. Hoffman (History), New York
Joseph A. Holaday (Education), Oregon
J. Hobart Hoskins (Botany), Cincinnati
Ralph E. House (Spanish), Iowa
Howard S. Hoyman (Physical Education), Oregon
George C. Huff (Biology), Drake
Robert E. Hundley (Mathematics), Cincinnati
Edith I. Hyde (Physical Education), California (Los Angeles)
DeForest W. Ingerham (Music), Ohio
C. Albert Joerger (Thermodynamics), Cincinnati
Carl L. Johnson (French), Oregon
Joseph L. Johnson (Physiology), Howard University
Emery K. Johnston (Advertising, Publicity), Missouri
Kazuo Kawai (History, Geography), California (Los Angeles)
Henry J. King (Organic Chemistry), Fresno State
Aloys A. Klammer (French, German), Creighton
Wolfgang Köhler (Psychology, Philosophy), Swarthmore
William Kurath (German), Chicago
Robert K. Lamb (Economics), Harvard
Louis C. Lambert (French), Boston University
Wheaton J. Lane (History), Princeton
Harvey C. Lehman (Psychology), Ohio
Roscoe E. Lewis (Chemistry), Hampton

John V. R. Logan (Physical Education), Temple
R. Franklin Löhr (Educational Psychology), Hampton
Carl Lucarini (Chemistry), Vermont
Blanche McAvoy (Biology), Illinois State Normal
Elbert N. McWhite (Physics), Georgia
George K. Makechnie (Social Studies), Boston University
Kendric N. Marshall (Government), Harvard
Francis O. Matthiessen (History, Literature), Harvard
Joseph F. Meister (Physical Education), Temple
Anna J. Mill (English Literature), Mount Holyoke
Clarence L. Miller (History, Government), James Millikin
Samuel Morris (Biology), Temple
Philip M. Morse (Physics), Massachusetts Institute of Technology
Floyd Moser (Biology), Temple
Theodore E. Norton (Library), Lafayette
Henry H. B. Noss (History), New York
Stebelton H. Nulle (History), New York
Lewis A. Ondis (Romance Languages), Ohio
James R. Overman (Mathematics), Bowling Green State
Constantine Panunzio (Sociology), California (Los Angeles)
Gaige Paulsen (Psychology), Ohio
Charles K. Payne (Mathematics), New York
Grace M. Petersen (English), Nebraska State Teachers (Peru)
Herbert Phillips (Philosophy), Washington (Seattle)
Earl C. Powell (Industrial Arts Education), Bowling Green State
Vio M. Powell (Dramatics), Iowa State Teachers
William J. Proctor (Social Science), Georgia School of Technology
Melvin M. Rader (Philosophy), Washington (Seattle)
Arthur Raper (Sociology), Agnes Scott
Philip B. Rice (Philosophy), Cincinnati
Fremont Rider (Library), Wesleyan (Connecticut)
Frederick W. Rogers (Mathematics), Cincinnati
James E. Rouse (Agriculture), Fort Hays Kansas State
Emery H. Ruby (Journalism), Drake
A. Arthur Schiller (Law), Columbia
Karl A. Schlademan (Physical Education), Washington State
Malcolm P. Sharp (Law), Chicago
Louis Shores (Library Science), George Peabody
Harold E. Smith (Speech), Brooklyn
Merrill E. Spalding (Military Science, Tactics), Vermont
Meno Spann (German), Maryland
Frederick H. Steen (Mathematics), Georgia School of Technology
Brents Sterling (English Literature), Washington (Seattle)
Alan R. Sweezy (Economics), Harvard
Jessie M. Tatlock (History), Mount Holyoke
Josiah B. Tidwell (Bible), Baylor (Waco)
Roland C. Travis (Psychology), Western Reserve
Thomas W. Turner (Biology), Hampton
William Vollbrecht (European History), Maryland
Mary J. Walker (French), Minnesota
John R. Walsh (Economics), Harvard

Arthur M. Weimer (Economics), Georgia School of Technology
Frank P. Weberg (Political Science), Duquesne
Autrey N. Wiley (English), Texas State for Women
E. I. F. Williams (Education), Heidelberg
Thomas Williams (Music), Dakota Wesleyan

NOMINATIONS FOR JUNIOR MEMBERSHIP

Leland G. Allbaugh (Agricultural Economics), Iowa State
Sumter S. Arnim (Dentistry), Yale
Margaret Ball (Political Science), Vassar
Frank Bell (Anatomy), Washington State
Ralph F. Bischoff (Government), Wesleyan (Connecticut)
Genevieve S. Blew (French), Maryland
Alice Brethorst (Education), Dakota Wesleyan
Nathaniel O. Calloway (Chemistry), Tuskegee Normal and Industrial
James J. Carney, Jr. (Economics), Duke
Alonzo J. Davis (Psychology), Tuskegee Normal and Industrial
Mildred Davis (Home Economics), Dakota Wesleyan
Hugh DeLacy (English), Washington (Seattle)
Beryl H. Dickinson (Physics), Maryland
Joseph T. Elvove (Economics), Maryland
Arona Erickson (English), Wyoming
Alaric A. Evangelist (Spanish, French), Maryland
Charles D. Flory (Psychology, Education), Lawrence
Catherine S. Flynn (Botany), Vassar
Viola E. Garfield (Anthropology), Washington (Seattle)
Clifford E. Garwick (Political Science), Ohio State
Alfred Gilman (Pharmacology), Yale
Fred M. Gingles (Accounting), Murray State Teachers (Kentucky)
Henrietta Goodner (Spanish), Maryland
Joseph P. Gorham (Accounting), Duquesne
Donald J. Gray (Anatomy), Washington (Seattle)
Meridian Greene (Bacteriology), California (Los Angeles)
Robert J. Harris, Jr. (Political Science), Cincinnati
Karl Hartzell (Economics, Social Science), Georgia School of Technology
Oliver Hodge (Education), Oklahoma
Joe Hootman (Business Administration), Culver-Stockton
Robert Hufstader (Music), Buffalo
Frances A. Ide (English), Maryland
Louis C. Jones (English), New York State for Teachers
Valdimer O. Key, Jr. (Political Science) California (Los Angeles)
Karl F. König (German), Colgate
Althea Kratz (Education), Queens-Chicora
Morris B. Lambie (Government), Harvard
John D. Layman (Psychology), California (Los Angeles)
Cornelia LeBoutillier (Philosophy), Wells
Norton E. Long (Government), Harvard
Elizabeth U. McCracken (Botany), California
Robert R. Martin (Sociology), Oregon
James A. Miller (Zoology), Ohio

Edwin B. Newman (Psychology), Swarthmore
Carl A. Nissen (Sociology), Baldwin-Wallace
Edward G. Olsen (Education), Colgate
Rosemary Park (German), Connecticut
Hollis F. Price (Economics), Tuskegee Normal and Industrial
Willard V. Rosenquist (Art), Idaho State Normal (Lewiston)
George M. Savage, Jr. (English), Washington (Seattle)
Roy A. Schuessler (Music), Wichita
Frank H. Smith (Biology), St. Lawrence
George D. Strayer, Jr. (Education), George Peabody
Sidney C. Sufrin (Economics), Ohio State
Harold W. Thatcher (American History), Maryland
Eldon M. Thorp (Geology, Geography), Baylor (Waco)
Charles B. Tompkins, II (Mathematics), Maryland
Edgar P. Walls (Extension), Maryland
W. Valdo Weber (Political Science), Sam Houston State Teachers
Lynn T. White (History), Princeton
Benjamin M. Ziegler (Political Science), Ohio State
Richard S. Zug (Mathematics, Astronomy), Drake

Appointment Service Announcements

The Appointment Service is open only to members but formal registration is necessary. Those interested in keyed vacancies may have duplicates of their registration blanks transmitted to appointing officers on request.

Members registered with the Appointment Service may have brief announcements inserted in the Teachers Available Section at a charge of \$1.00 per line for the first insertion and 50 per cent of that amount for repetitions. Copy should reach the Washington Office not later than the end of the month preceding publication.

Administrative officers who are interested in announcements under Teachers Available may, upon inquiry, receive copies of registration papers of candidates. Appointing officers are invited to report vacancies at their institutions.

Vacancies Reported

Chemical Engineering: Assistant professor, south central university. Ph.D. required, major in chemical engineering. Teaching and industrial experience preferred. Appointment, July 1. Salary, \$2400. V 991

Education: Head of department, man, north central college. Ph.D., major in education, Evangelical church member. Salary, \$1500 or \$1600. V 992

Teachers Available

Astronomy: Man, 31, Ph.D. Previous experience as teaching assistant. Wishes teaching position in good institution as change from pure research. A 1206

Biological Sociology: Ph.D. in sociology with biological and psychological training. Especially equipped for courses in population, race problems, eugenics, social hygiene, criminology, and scientific method. Willing to teach general sociology as well. Extensive travel and wide experience. Willing to take position abroad. A 1207

Biology: Ph.D. Brown. Teaching experience and publications in physiology and biochemistry. Interested in teaching and research. A 1208

Chemistry: Man, married, Ph.D. Teaching experience. Research in physical and organic chemistry. Available February or June. A 1209

Chemistry: Man, Ph.D., 10 years' college teaching. Now engaged in research problem that requires two hours a day, wishes part or full time position. Available at once. A 1210

Education: Man, Ph.D., professor, 11 years' experience, research.

A 1211

Education, Psychology: Man, 30, Ph.D. Experience: professor of education in state college, and university summer school. Available February. A 1212